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ABSTRACT

This study was designed to start a data base on black mental health practitioners working with black clients. The sample group consisted of 177 (57 men, 120 women) black school counselors and 36 (5 men, 31 women) psychologists in seven predominantly black, urban public schools. The information gathered covered the following areas: (1) demographics of black counselors and school psychologists; (2) tasks performed and techniques employed by the professionals; (3) theoretical orientations of the two groups; and (4) problem areas for the practitioners and students. It was found that the black school practitioners were quite similar to other school counselors in terms of tasks performed and techniques used. Further, black counselors and psychologists are equally divided in their beliefs regarding strategies for working with Black Students and whether these should be different from those employed with other students. The process by which an individual counselor or psychologist has entered his or her career may influence their theoretical and ideological orientations and approaches. Support and resources are needed to allow the practitioners additional time to spend with students. Finally, it was found that the perceptions of others affected the functioning of the school mental health practitioners in all measured areas. The study includes a bibliography and a copy of the questionnaire used to obtain the data. (CG)

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FINAL REPORT

THE DELIVERY OF MENTAL HEALTH SERVICES TO CHILDREN

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Mental Health Research and Development Center
Institute for Urban Affairs and Research
Howard University
Washington, D.C.
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ABSTRACT

Research on the participation of Black professionals in the mental health care delivery system has been stymied by the lack of basic information on Blacks as they function in that system. The purpose of this study was to start a data base on one set of Black mental health practitioners working with Black clients from which hypotheses and areas of future study could be formulated. Objectives of this exploratory, descriptive study were to: (1) identify tasks performed and techniques employed by school counselors and psychologists in providing mental health services to public school students; (2) identify the major problems that Black professionals encounter in providing services to Black students; (3) determine how these professionals view their roles and functions; (4) assess the relative significance of the theoretical frame of reference used by these professionals; and (5) examine the influence of various organizational, demographic, and attitudinal factors on the techniques utilized and tasks performed by these workers.

One hundred seventy-seven (177--57 men, 120 women) Black school counselors and thirty-six (36--5 men, 31 women) psychologists, employed in seven predominantly Black, urban public school systems were interviewed. Information was collected in the following areas: (1) demographic and general characteristics of Black counselors and school psychologists; (2) tasks performed and techniques employed by these practitioners; and (3) theoretical orientations maintained by the respondent groups. In addition, participants were asked to identify problem areas for themselves and the students they serve.

The major findings of the study were as follows: (1) the tasks performed and techniques employed by Black school practitioners were not different from those of other counselors and psychologists, irrespective of race, as reported in the literature; (2) approximately half of the practitioners believed that there were unique strategies for working with Black students; (3) the characteristics of the practitioners that appeared to be most influential in determining whether they performed certain tasks and used certain techniques and strategies were their perceptions of how well others knew their job, their age, and the factors of client and Black value orientation; (4) the major problems counselors and psychologists most often encountered in working with Black public school students were poor academic achievement, a poor home environment, a lack of motivation, and a poor self-concept; and (5) support and resources are needed to allow school mental health practitioners additional time to provide services to their clients.

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All interpretations, conclusions, errors and omissions in this study are solely ours, the authors, Lawrence E. Gary, Principal Investigator, John H. West, Project Director, and Lula A. Beatty, Research Associate.

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CHAPTER I: INTRODUCTION

A. Organization of the Report

This document reports on the steps involved in the conduct of the study, The Delivery of Mental Health Services to Children. In this section, Chapter I, the background of the research problem is presented and explained. In Chapter II the relevant literature is given and the goal and objectives are stated. Chapter III describes the methodology. Results are presented in Chapter IV and discussed in Chapter V. Suggested future research and policy implications are also presented in Chapter V.

B. Background

The decade of the sixties began an era of intense critical examination and reform in all social arenas. Impetus from the Kennedy administration brought mental health to the forefront as an area that clearly needed study and change while new educational opportunities and affirmative action programs increased the number of Blacks and minorities concerned and involved in mental health related fields. These forces raised questions regarding the status of the mental health of Blacks and other minorities and their need for adequate and responsive mental health care, and, in general, challenged the prevailing traditional mental health treatment and care system. Black social scientists like Charles Thomas (1970) argued that race and culture affected the treatment approach--often to the deficit of Black clients. Jones (1972) argued that most theoretical orientations to understanding mental healthiness assumed a pathological view towards Blacks that was erroneous and needed to be abandoned.

In essence, then, the competency of the mental health service delivery system was scrutinized particularly when the recipient or client group was Black or another minority. Emerging from this questioning was the need to explore, document and analyze the kind, quantity and quality of mental health care provided to the Black community especially as it was provided by Black practitioners.

C. Problem Statement

The purpose of the study was to begin to develop a data base from which hypotheses could be formulated to explore the relationship between race, theoretical orientation, professional training, and other such characteristics on the effectiveness of mental health service delivery to Black clients. One way to start such a data base, and the method selected for this study, is to simply select groups of mental health practitioners and to describe them in their work roles. This basic kind of information was not available on any set of Black mental health practitioners--in part because a group of Black mental health practitioners large enough in number and comparable enough in job placement and surroundings had only recently become available.

In recent years many urban areas have become predominately Black. By 1970 about 58 percent of the Black population lived in central cities as compared with only 44 percent in 1950. With this increase in the Black urban population, there came a corresponding increase from Blacks for quality education, community control of the schools, and larger numbers of Black professionals and paraprofessionals in neighborhood schools. In response to some of these demands, funds were made available from the state and national governments to local districts to

provide for a variety of educative and supportive services such as the Title I Program of the Elementary and Secondary School Act of 1965 and Title IVC of the Social Security Act.

As a result of these funds and demands from the community, there has been a significant increase in the number of Black professionals who are responsible for the delivery of mental health services in urban schools. In general, these professionals are responsible for working with school administrators, parents, teachers, community agencies, students and other staff in the identification of financial, medical, nutritional, recreational, educational, cultural and social needs of children in schools. Their newly acquired involvement in service assessment, planning and implementation warrants investigation.

This study elected to describe the activities, orientations, and backgrounds of Black school counselors and psychologists working in urban, public schools with predominatly Black students. In this study counselors and psychologists are defined as mental health practitioners and instances of their intervention with students are taken to be the provision of mental health services. These instances will become apparent in the text but they include providing individual counseling, diagnosing problems of self-esteem and so forth.

A position argued by many Black mental health and social service practitioners, is that it is crucial that they move away from pathological notions about the behavior of Black people (Jones, 1972). This position suggests an awareness among Blacks concerning the needs of their clients and the type of mental health services they must provide

if they are to be effective. While these concerns are valid, there has been very little empirical research in this area. It is hoped that this research project, through documentation of the activity of these workers, will ultimately help to clarify issues pertaining to race and treatment issues, to develop alternative service models and to enrich the curricula of relevant colleges and disciplines concerned with these problems.

Specific objectives were: (1) to identify tasks performed and techniques employed by counselors and school psychologists in providing mental health services to students in public schools; (2) to determine how these professionals view their roles and functions; (3) to identify the major problems that Black professionals encounter in providing services to Black students; (4) to assess the relative significance of the theoretical frame of reference used by these professionals; and (5) to examine the influence of various organizational, demographic and attitudinal factors on the techniques and tasks utilized by these workers. These objectives were selected because they efficiently organize a comprehensive set of concerns and data on behavior, opinion, and attitude that can form the backbone for credible future investigations on effective treatment.

CHAPTER II. LITERATURE REVIEW

Overview

This review focuses on findings which offer suggestions about the normative behavior of school practitioners as well as other pupil personnel workers. Unfortunately, these studies tended not to be concerned with specific functions or tasks of the Black school counselor and psychologist or with how attitudinal and organizational variables affected their practice. Most of the studies cited pertain to non-Black school practitioners or to race-not-specified studies. This review was not intended to be exhaustive. Since the purpose of this study is to describe the activities and orientations of Black school counselors and psychologists, the literature was reviewed and organized primarily around what counselors and psychologists do (their tasks and techniques) and factors that seem to affect their work. Factors of particular importance for Black mental health practitioners are also presented.

The literature in this study has been organized into three sections. The first section surveys the tasks performed by school counselors and psychologists. The second section discusses various techniques used by school counselors and psychologists while the third section looks into the factors which influence tasks and techniques. Expectations and significance and a statement of goal and objectives are presented.

A. Tasks Performed by School Counselors and Psychologists

The role and function of the school counselor has often appeared to be quite unclear and has thus prompted the attention of social scientists and educators. One study conducted by Trotzer and Kassera (1971) attempted to ascertain the actual tasks counselors performed and the frequency with which they were performed. Thirty-four counselors from nineteen different schools were asked to complete a data sheet and maintain a daily log for a period of ten days. This study indicated that counselors spent 44.3 percent of their time working directly with students, and the remainder of their time performing paper work and other non-person or non-guidance activities. In 1962, the American Personnel and Guidance Association (APGA) went on record in favor of the suggestion that 50 percent of the counselor's time should be spent working directly with students (Pruett & Brown, 1966). This means that the counselors in the Trotzer and Kassera study were slightly below the APGA suggested standards in amount of direct student contact. But when the time these counselors spent working with other people concerning student matters is added to the time they spent working directly with students, counselors were spending the amount of time recommended by APGA plus an additional 17.5 percent.

In studying the frequency with which school counselors performed certain tasks and the importance of the tasks, Roemmich (1967) found that there was a high level of agreement between tasks performed most frequently and those ranked most important. For example, the item, "Counsel Students Regarding Potentials and Limitations," was ranked first among the tasks "performed" and third in "importance" and the

item "Counsel Students in Accepting Themselves as Individuals," was ranked second among the tasks performed and first in "importance". Several items which dealt with the counselor in face-to-face relationships with students were negatively correlated (such as, "Counsel Students with Personal Problems" and "Assist Students in Making Personal Decisions"). Although these items ranked high on importance, they were performed infrequently. Perhaps this incongruency is due to one of two factors: Either the items on the instrument(s) used in the study were vague or the counselors believed that certain tasks were important but did not perform them frequently due to administrative constraints such as the size of their caseload.

Counselors believe, however, that many tasks routinely performed are not in the realm of school counseling. Maser (1971), using the Shumake and Oekle Counselor Function Inventory, had counselors as well as other school personnel group tasks according to the extent counselors should devote their time. They were asked to group tasks under one of the following five categories: (1) the counselor should personally perform this function, (2) the counselor should have primary responsibility for this function, he/she may not personally perform the function, (3) the counselor should share with other groups in planning and performing this function, but he/she does not share the primary responsibility for the function, (4) the counselor should serve as consultant in this function only upon request, and (5) the counselor should have no direct responsibility for this function. Tasks rated highest in each of the above categories were, respectively: (1) counseling students concerning academic failures and providing students

with an opportunity to talk through his problems, (2) counseling with students concerning learning difficulties, (3) working with students who are delinquent in attendance, (4) sending and receiving transcripts to and from other high schools, and (5) planning PTA activities and programs.

The profession of school psychologist also suffers from the problem of role ambiguity. Prior to World War II, psychologists in the schools were viewed as clinical psychologists who administered psychological tests. Students in the field argued that the functions of the school psychologist involve: (1) psychotherapy, (2) remedial and counseling tasks, (3) community activism, and (4) writing education prescriptions and any tasks which helps the child in adjustment (Shaw, 1967). This controversy concerning the role of the school psychologist, argues Shaw, is the key reason for the paucity of empirical studies regarding the function of school psychologists.

Cornell (1942) conducted one of the first empirical studies of school psychologists in which the primary concern was the functions and techniques of this group. Through direct questioning, Cornell asked sixty-three school psychologists in New York to indicate their duties. The activities of these school psychologists, enumerated according to the frequency with which they were performed, were: (1) administering individual psychological tests, (2) conferring with teachers and principals, (3) administering tests to groups, (4) contacting parents, (5) writing diagnostic reports, (6) conducting individual interviews, (7) communicating with agencies, and (8) planning remedial instructions. These school psychologists were also engaged in miscellaneous activities

which "reminds one of the functions of the one-room teacher ... This list ranged from teaching and supervisory work to participation in community mental hygiene, program administration, research, educational placement, and social work" (Cornell, 1942, p. 190).

Unfortunately, Cornell did not use the direct approach in delineating techniques. Instead, she reviewed the list of activities school psychologists performed and concluded that only two techniques, administering tests and writing diagnostic reports, were in the province of psychologists. These were the same two functions on the activities list. Perhaps if Cornell had specifically questioned her sample of school psychologists, she would have discovered what techniques they actually employed in working with children.

More than twenty years later, Keenan (1964) reported briefly on a study with Massachusetts school psychologists. Keenan developed a questionnaire of eighty task items which were rated by her sample for frequency, importance, and difficulty. Respondents were also asked to indicate factors which prevented performance. A summary of these findings by Keenan indicates that: (1) school psychologists were working mostly in the areas of diagnostic study of children and administrative work, (2) most of the school psychologist's time was spent counsulting with teachers, (3) professional growth and research were rated as important but generally were areas given the least amount of attention, (4) most school psychologists held master's degrees, but the majority needed further training in the technique and practice of projective testing, counseling, and group and play therapy, (5) difficulty in

performing duties is most often impeded: by lack of time, by other staff members performing the duties, by no requests for services, and by insufficient training, and (6) the majority of full-time school psychologists spent thirty to forty percent of their time working with the mentally retarded (p. 186).

In a later study, Roberts (1970) had school psychologists rate the importance of their acutal functions and the desirability of these various functions on a seven-point scale. He found the following: (1) psychologists felt that the role of psychometrician was important but that in actual practice more time than desirable was spent in it, (2) psychologists valued the role of diagnostician in actual practice but rated it as only moderate on importance, (3) psychologists rated the role of consultant as important in actual practice and high on desirability, (4) although in actual practice psychologists placed little importance on the role of mental hygienist, they rated it high in desirability, and (5) psychologists rated the roles of researcher, therapists, and educational programmer as low in importance in actual practice and in desirability. Most surprisingly, the Roberts study also showed that psychologists desired to spend most of their time in the role of consultant and less time as psychometrists.

The review of the literature indicates clearly that the roles and functions of the school counselors and school psychologists have been topics of controversy for many years and have generated studies that specifically addressed this problem. In summary, these studies have tended to show that school counselors and school psychologists perform

a vast array of tasks from counseling students to doing paper work, and that many of these tasks are not always considered to be within the domain of their work responsibility.

B. Techniques Used by School Counselors and School Psychologists

Qualitative statements regarding techniques that social practitioners should use in working with Black students can be found represented in the literature. Some of these techniques have been reported in race-not-specified/non-Black studies. These studies are generally case accounts, rather than comparative efforts which can in the final analysis rank one technique over another. Nonetheless, some suggestions are made concerning the use of certain techniques under certain conditions.

The main theme which pervades most reports regarding Black school social practitioners is that the most effective technique for aiding the client is to attack his/her environment and take a stance on his/her behalf (Hayes & Banks, 1972; Riccio, 1968; Tucker, 1973; Zerface & Cox 1971). This role requires that the counselor/psychologist be sensitive to the sociological, historial, and cultural background of Blacks and that he/she recognize the events in the student's environment that maintain his/her behavior (Hayes & Banks, 1972).

Harper and Stone (1974) suggest that counseling techniques utilized in the delivery of services to Black students should quickly bring the counselee to a level of awareness and action. Hence, Harper and Stone argued that effective therapies or counseling approaches should actively motivate the student toward assuming responsibility for his/her behavior. Traditional approaches, such as rational-emotive therapy

(Glicken, 1968), reality therapy (Blocker, 1968; Dinkmeyer, 1970) and various behavioral models(Stuart, 1972; Bandura, 1962; Bandura, & Walter, 1963) can be adopted to accomplish this type of counseling. Moreover, Harper and Stone contend that the corollary counselor behaviors in this type of counseling should be acceptive, directive, assuring and persuasive (Wallin & Ferguson, 1961).

Jones and Jones (1972),two noted Black psychologists, also urged the use of these techniques in counseling Blacks. They maintain that the Black client's culture must play a part in the counseling process. For example, soul music--an integral part of Black culture, was reported to be an effective medium for getting the student to communicate (Toldson & Pasteur, 1976).

Several other techniques which have been utilized in working with students are reported in race-not-specified studies and articles. Two of the most familiar are individual and group counseling. Although the former provides for a one-to-one relationship between students and counselor, group counseling seems to be more advantageous. First, it is time saving. Second, it demonstrates to students that others share their problems. Third, it gives the students an avenue for experimenting with new ways of dealing with people before interacting in large group settings. Fourth, the influence of peers is a strong incentive for changing behavior (Hoppock, 1949).

Group counseling is also used with families of children who are having problems in the school system. Multiple family counseling, as it is called, is based on the premise that the worlds of home and school are

inseparable. It assumes that the family is the primary influence on the child's behavior and that the place to attack problems is with the people who are involved with the child in the setting where problems occur (Sauber, 1970). The premise on which this technique is predicated is in direct contradiction to that of the client advocates who feel that the therapist must deal only with changing the attidudes of each individual client to the point where he/she can accept the circumstances surrounding the problem.

The successful delivery of counseling services to children necessitates utilizing the resources of every discipline. It appears that every nook and cranny must be explored in an attempt to establish a valid means of addressing the needs of the child in counseling. The use of technological advancements, higher level methodological techniques, and modern physical material have been adopted to achieve this end. Audio-visual equipment, for instance, has been used in an attempt to allow students to study and receive feedback on their behavior (Kagan, 1970) and be encouraged to seek counseling when indicated (Smith & Lewis, 1974).

Advancements in computer technology have also been adopted in the counseling process. In one instance, forty junior high school students experienced counseling (educational planning) via a computer system. Twenty students were assigned to one counselor and twenty were assigned to a second counselor. A computer model was designed to parallel one of the counselors. For the most part, the computer agreed with both counselors on appraisal of students and on course selection (Loughary, 1966). The use of business contracts in the counseling process has also been reported (Sulzer, 1962; Pratt & Tooley, 1964). Essentially, the

client enters into a contract -- a binding agreement -- with the practitioner regarding a particular circumstance he wishes to correct. For example, if a student is receiving poor grades, the counselor might suggest that he/she study one hour a day and report the behavior weekly. If the student agrees to this suggestion, the counselor writes up the contract and the student signs it (Thomas & Ezall, 1972).

The Q-sort technique was developed in psychology as a method for ascertaining subjects comparative ratings of stimuli, e.g., statements and photographs, by having them sort these stimuli in the form of a fixed distribution. It has been similarly utilized in counseling. One counselor had students sort a deck of cards with statements on them regarding occupationsin order to determine student job preference. Students were given cards and instructed to read each one carefully and place them on a board alonga preference continuum. The results of the card sort aided the counselor in helping students decide upon careers (Dolliver, 1967).

As elementary school children are often less facile than adolescents in putting their emotions and feelings into words, toys have been employed as a medium for communication. Referred to as play activity, this technique aids the child-counselor/psychologist relationship. In these situations, the counselor is generally mildly active, permitting the child to express his/her feelings fully and intensely. Among the materials used in play activity are dolls, punching bags, mirrors (Sartore, 1974), modeling clay, and other such play equipment (Aronin et al., 1974; Muro, 1968; Waterland, 1970).

Other techniques which do not incorporate "hardware" are also used in counseling. Briefly these are: (1) guided fantasy, whereby the counselor uses the youth's fantasy as a means of probing his/her problem (Kelly, 1972); (2) modeling which involves the group imitating a specified behavior (Nye, 1973) and (3) role-playing in which the group "acts-out" social relationship problems.

C. Variables which Influence Tasks and Techniques

A number of variables have been identified as influencing the techniques and tasks of school counselors and psychologists in general and Black counselors and psychologists in particular. They include: (1) theoretical orientation, (2) organizational constraints, (3) autonomy, (4) Black orientation, (5) client orientation, (6) alienation, (7) professional orientation, (8) demographic characteristics, and (9) perceptions of parents, community, students, and other school personnel.

Theoretical Orientation. Black practitioners who have written in the field of counseling (Funnye, 1970; White, 1970; Jones & Jones, 1970; Hayes & Banks, 1972) agree that theoretical orientation influences workers' strategies. They also concur that prevailing theories of counseling must be questioned for they are deficient where the Black client is concerned, and that a new perspective which incorporates a Black orientation must be developed. Yet, empirical studies tend to suggest that theoretical orientation might not influence worker technique. Wrenn (1960) found that worker experience was a more important factor than theoretical orientation in determining worker behavior (behavior is defined as techniques). Similarly, Fielder (1953) found no appreciable difference in behavior among psychoanalytic, Rogerian,

Adlerian and eclectic therapists. All reported that rapport was the principal deminsion in counseling and that they behaved in a manner which enhanced their relationship with the client.

Organizational Constraints and Autonomy. Numerous articles have been written regarding the impact of organizational variables on practitioners' behavior. It has been suggested that such organizational factors as administrative organization and caseload are better determinants of worker behavior than is theoretical orientation. Aubrey(1972), Gottlieb and Gottlieb(1971), Humes and Lovett (1971) and Stone (1973), argue that counselors and psychologists alike operate under three constraints: too many cases, lack of autonomy and school administrators.

The constraints of school administrators and autonomy are generally discussed simultaneously. It is argued that there is a positive relationship between lack of autonomy by school counselors and psychologists and the power position of the school administrators. Aubrey (1972), writing about counselors' experiences within these restrictions, has summarized the situation thusly:

> In most schools, counselors ... simply have no muscle for implementing guidance programs and procedures most beneficial to students ... Consequently, many counselors acquiesce in allowing principals ... to call shots in school guidance programs (rather) than pushing for self-determination in this area (p. 21).

Starkman (1971) made a similar observation regarding the predicament of school psychologists. He contends, however, that this situation should improve with professionalization. Van Riper (1972) argues that this condition should ease the school counselor's problems as well.

Both Van Riper and Starkman have enumerated the criteria for professionalization. Merging the two writers' thoughts, the criteria for professionalization are: (10)a master's degree in the discipline, (2) active membership in an association devoted to enhancing the services provided, (3) description of the services and an explanation of how services are provided to the public, (4) a continuous search for new knowledge, and (5) self-determination regarding activities and decisions. For school counselors and psychologists who adhere to the tenets of professionalization, it would then seem that the constraints noted above would be minimal.

Another organizational constraint, worker-student ratio, also influences what the practitioner does. In a study relating job satisfaction and job activities of counselors, Hansen (1967) found that size of caseload determined the type of tasks on which the counselor concentrated. With larger caseloads, they spent less time working with teachers and individual students and more time working on cumulative records, information files, and developing guidance programs.

Black Orientation. Several writers (Jones & Jones, 1970; Rose 1962; Sager et al., 1970) indicated that the techniques Black social practitioners employ are related to their Black orientation. Brown (1968), in a study which investigated the relationship between value orientation and the racial attitudes of Black caseworkers and the Black clients they serve, revealed that the workers' value orientation and racial attitudes influenced the strategies used. Brown's study found that clients whose attitudes and value orientations were analogous to those of the worker were successfully served.

The most popular definition of value in the behavioral sciences is perhaps that of the Harvard Study Group: "A value is a conception, explicit or implicit, distinctive of an individual or characteristic of a group of the desirable which influences the selection from a variable modes, means, and ends of action" (Kluckholm, 1967). The primary points of departure in this definition are the culture, the group, the individual's relation to culture and the individual's place in his group. From an overall frame of reference, Kluckholm defines a value orientation as a generalized and organized conception influencing the behavior of nature, man's place in nature, man's relation to man, and the desirable and non-desirable as they may relate to man's environment and interhuman relations. A value orientation may be held by individuals or by groups. Value orientations, like values, vary on the continuum from the implicit to the explicit.

From a Black perspective, Karenga (1967) emphasizes that the value system should offer the following three functions: (1) some predicability of behavior, (2) an utlimate authority, and (3) a means of security. Karenga (1967) enumerates the following seven principles in discussing Black value orientation.

1. Umoja (Unity) To strive for and maintain unity in the family, community, nation and race.

2. Kujichagulia (Self-Determination) To define ourselves, and speak for ourselves instead of being defined and spoken for by others.

3. Ujima (Collective Work and Responsibility) To build and maintain our community together and to make our brothers' and sisters' problems our problems and to solve them together.

4. Ujamaa (Co-operative Economics) To build and maintain our own stores, shops and other businesses and to profit together from them.

5. Nia (Purpose) To make as our collective vocation the building and developing of our community in order to restore our people to their traditional greatness.

6. Kuumba (Creativity) To do always as much as we can, in the way we can in order to leave our community more beautiful and beneficial than when we inherited it.

7. Imani (Faith) To believe with all our hearts in our parents and teachers, our leaders, our people and the righteousness and victory of our struggle.

Client Orientation. Two different views representing what factors are considered to be necessary to develop a positive client orientation are presented in the literature. Jones and Jones (1972) reported that a positive client orientation exists when the counselor is courteous, diplomatic, and warm, generating positive feelings to the client and showing concern. Costin (1968) and Stuart (1972) proposed that positive client orientation exists when the practitioner focuses on systemic factors rather than on the individual child.

Alienation and Demographic Characteristics. Additional factors have been thought to influence the Black counselor and psychologist in their work. Utilizing the concept of marginality, Sanders (1968) argues that:

> "The Black social practitioner finds himself in three minority groups - a social status minority, a racial minority, and a professional minority. All of them may contribute to the (practitioner's) marginal status, compounding his insecurities, tension, and frustration. These marginalities in turn contribute to the practitioner's day-to-day occupational frustration of fighting for clients, fighting inpenetrable bureaucratic structures---and fighting for his own untenable position as a Negro (p. 13).

Implicit in Sander's analysis is the need to examine variables such as how alienation and demographic characteristics affect practitioners techniques. For example, a Black practitioner who returns to the ghetto after obtaining his/her professional training may be viewed with suspicion. White (1972) argues that Black psychologists are still operating with a lot of assumptions and theories that have been developed by white psychologists primarily for white clients. The implication is that, by recieving professional training, Black workers can be programmed in such a manner that they lose their ability to relate to Black people. An analysis of the influence of other demographic variables such as sex (Mullen & Aberles, 1971) and age (Hasse, 1964) should prove equally interesting in the analysis of the proposed study.

Professional Orientation. Taber and Vattano (1970) formulated two premises. The first was that orientations of social workers generally could be described in terms of two dimensions, the "clinical" and the "social." The second premise was that the clinical and social orientation represent opposite ends of the same continuum. The social workers who tended to perceive their responsibilities from "clinical" viewpoints tended not to agree with treatment techniques derived from "social" viewpoints. Taber and Vattano found that the clinical and social orientations were not, however, the principal or most important dimensions of social workers' orientations. Their findings did not support the second permise either--the notion that clinical and social orientations are mutually exclusive and in opposition to each other.

Perceptions of Parents, Community, Students and Others. Not only do school administrators have an impact on school psychologists and counselors, but others concerned with the school system also influence

how practitioners do their job. Gary, West, and Kumi (1976) in developing their interview schedule for their multi-city study of Black School social workers, met with a group of school social workers who acted as judges regarding items for inclusion in the questionnaire. Among the ideas which they suggested should be tapped was the relationship among school social workers, other school personnel, students, and parents. They noted that some of the problems of school social workers stemmed from the poor perception of the profession by people with whom they work. They also suggested that how psychologists and counselors perceive all of the people with whom they are involved in their work should be investigated.

Quality of the client-counselor and psychologist relationship has been discussed considerably in the general literature regarding race unidentified practitioners as well as in the literature regarding Black practitioners. In general, the quality of these relationship has been discussed in connection with the effect, if any, of race on the treatment process. However, the significance of race in the treatment process is still unresolved. Just as there are many writers who contend that race is not a critical variable (Barett and Perlmutter, 1972: Dubly, 1970; Backner, 1970; and Heffernon and Bruehl, 1971) there is an equal number who contend that it is (White, 1970; Alland, 1971; and Brown 1968). Notwithstanding the important research implications of this controversy, this study shall not empirically test either the hypothesis that Black school mental health practitioners are more apt than are their white counterparts to serve the Black client successfully or the hypothesis that the race of the practitioners is not an important

variable in determining whether the Black client is served successfully.

D. Expectations and Significance

Rather the intent of this study was to fill a void in the literature by focusing on the techniques employed and tasks performed by Black school counselors and psychologists in order to ultimately determine whether the performance of these tasks and the utilization of the techniques are related to factors identified in the literature, such as theoretical and Black Value orientation, organizational features and so forth. While no particular hypotheses were formulated and no particular theory was advanced (both were considered to be premature at this stage), it was hoped that a study of this type would generate invaluable information on such issues as preferred strategies in counseling Black youths, on Black school counselor/psychologist orientations which are likely to increase the effectiveness of practitioners in the intervention process, and major constraints which hamper the ability of these professionals to provide needed services to Black school students.

In the long run, the study will provide a date base from which hypotheses can be developed for empirical validation. Immediately, it can provide to service planners and administrators information on services that are being provided, activities which are neglected, and the types of problems being encountered by both the practitioners and the children.

E. Statement of Goal and Objectives

The goal of the project was to provide a general description of the work world of Black school counselors and psychologists. Objectives were:

1. to identify tasks performed and techniques employed by counselors and psychologists in providing mental health services to clients in public schools.

2. to identify the major problems that Black professionals encounter in providing services to students;

3. to determine how these professionals view their role and functions;

4. to identify and assess the relative significance of the theorectical frame of reference used by these professionals;

5. to examine the influence of organizational, demographic and attitudinal variables on the techniques and tasks utilized by these workers.

CHAPTER III. METHODOLOGY

Overview

The methodology section of this report describes the steps involved in actually conducting the study. Described herein are the research design, the study population and sites, sampling procedure, instrumentation, data collection, and data analysis.

A. Research Design

The study was exploratory and descriptive in design. An experimental or quasi-experimental design was rejected because there was little documentation on the opinions and practices of Black mental health practitioners as a group making theoretical and/or hypothetical postulating more tenuous than usual or tolerable.

Personal interviews were used to obtain first-hand accounts of the activities, perceptions and attitudes of the sample with the expectancy that this information would comprise a much needed data base that could assist in understanding effects and influences of Black professional participation in mental health care with Black clients. Survey research methods guided the sample selection process and the data collection procedures.

B. Study Population

Black school counselors and psychologists working in urban public schools with predominantly Black students constituted the population to be studied.

C. Study Sites

The school systems of Atlanta, GA; Baltimore, MD; Chicago, IL; Detroit, MI; Gary, IN; Indianapolis, IN; and New York, NY were the cities selected from which the sample would be drawn. They were chosen

because (1) the IUAR previously conducted a similiar study, Social Intervention in the Public School System, with school social workers in the same cities providing an entry point and a comparison sample; (2) their school systems have large Black student populations; and (3) the school systems employed a sufficient number of Black school counselors and psychologists to make the study results representative of the target population at large.

D. Sample Selection

Before the study actually began, a preliminary investigation revealed that there were approximately 791 Black school counselors and 92 Black school psychologists in the school systems of interest. Since the group of psychologists was so much smaller in number than the group of counselors, it was orginally planned to try to include all psychologists in the sample and to randomly select one eighth (the estimated ratio of counselors to psychologists was eight counselors to every one psychologist) of all counselors. Thus, a total sample of 312 was envisioned.

In actually conducting the study, permission to enter the school systems was sought and obtained from the superintendents in the seven cities. After the school superintendents granted approval, an abstract of the study was forwarded to the appropriate student personnel administrators. When letters of approval were received from the student personnel administrators, the administrators were telephoned and asked for a list of their Black school counselors and psychologists. A total of 797 Black school counselors and 78 Black school psychologists were identified. The list of these school practitioners was alphabetized

and entries on it were assigned numbers. Stratifying by city, 177 counselors and 36 psychologists were randomly selected for study inclusion. (See tables A and B.) Counselors and psychologists are represented proportionately for each city.

There are nearly five times more counselors tnan psychologists in the study sample: Psychologists were employed at a much lower rate in each of the school systems in the sample. With this difference in total number, analyses and findings will be approached cautiously particularly when differences between the two groups are found.

TABLE A

Distribution of Black School Counselors in the Sample

City	Number of Black School Counselors	Number Interviewed	Proportion of Counselor Sample
Atlanta	59	10	.06
Baltimore	19	18	.10
Chicago	394	66	.37
Detroit	180	32	.18
Gary	34	6	.03
Indianapolis	41	7	.04
New York City	70	38	.21
Total	797	177	.99

TABLE B

Distribution of Black School Psychologists in the Sample

City	Number of Black School Psychologists	Number Interviewed	Proportion of Psychologist Sample
Atlanta	7	2	.06
Baltimore	4	4	.11
Chicago	35	11	.30
Detroit	16	6	.17
Gary	2	2	.06
Indianapolis	3	3	.08
New York City	11	8	.22
Total	78	36	1.00

E. Instrumentation

An interview schedule to be used with both the school counselors and psychologists was developed. The questionnaire was designed to elicit information in the following areas: (1) general characteristics of Black school counselors and psychologists, (2) tasks performed and specific techniques employed in their work roles as counselors and school psychologists, (3) job/organizational characteristics, and (4) theoretical orientation.

The data collected through the interview schedule provided information on the following specific characteristics:

1) Demographic Characteristics: age, sex, income, job title, educational achievement, undergraduate major, and graduate major.

2) Professional Participation: membership in professional organizations, participation in conference and in-service training sessions, and professional journal articles read.

3) Career Commitments: extent to which areas of work responsibility can be defined, factors influencing job selection, plans to continue in work roles, and satisfaction with job.

4) Organizational Constraints: whether office space is provided, ability to handle workload, number of schools served.

5) Organizational Socialization: initial job expectations, problems interfering with work, what job changes have taken place, and how? etc.

6) Perceived Autonomy: ability to define responsibility and to make changes, whether superiors know and understand problems of job, whether encouragement is given to make suggestions, and whether suggestions are accepted.

7) Perceptions of Parents, Community and Other School Personnel: whether others perceive what the job entails, perceive importance of the job, and view the job favorably.

8) Black Orientation: thirty-eight items concerning a Black value orientation that reflect Karenga's (1967) seven principles.

An assessment of tasks performed and techniques utilized was made through Likert-type scales and through open and closed-ended questions. To ascertain tasks performed, thirty-eight (38) tasks were selected from the one hundred seven (107) items used by Costin (1968). The purpose of the Costin study was to measure the relative importance of the tasks and the extent to which they could be performed by others with less training. Unlike the Costin study, the measurement scale employed in this study related not to the requisite expertise for performing a given task, but to the frequency of its performance. For this purpose, a five-point scale was used ranging from "nearly all the time" to "never."

Techniques used by the school practitioners were similarly measured.

Black orientation was measured by a scale developed for use in this study; therefore, reliability and validity information was not available. The scale required respondents to indicate on a 5 point scale the extent to which they agreed or disagreed with statements regarding different aspects of Black identity or life. For example, one question read, "Black music and drama should be used more in the public schools."

Of particular note, items were developed to gain information concerning how the sample subjects worked with Black youngsters experiencing special problems. Specifically, they were asked to identify the techniques used in their work with hyperactive children, drug dependent students, aggressive youngsters, and inappropriately labeled or mislabled students. Subjects were also asked to identify the techniques they had found to be especially effective in working with inner-city Black students. A copy of the questionnaire is in Appendix A.

F. Data Collection Procedure

Field coordinators in each city were hired to schedule interviews, supervise interviewers and handle logistic details. These coordinators worked closely with the project staff. The questionnaire was administered through individual interviews. As was described previously in the section on sample selection, the school superintendents gave permission to enter the schools and supplied the names of the counselors and psychologists. Persons selected for participation were asked to cooperate and an interview time was scheduled. Standard informed consent procedures were followed and written consent was obtained. All interviews were conducted in the field at the interviewee's job site.

G. Analysis Design

The basic objectives of the data analysis plan were (1) to provide descriptions of the characteristic of the counselors/psychologists, tasks they performed, and techniques they utilized; and (2) to examine the interrelationships between these variables. The first objective required the use of descriptive statistical measures including frequencies, percentages, medians and modes. The use of these measures is fairly straightforward. While frequencies represent the raw data, percentages are more useful since the N may vary from question to question and, in this study, the N is very different for psychologists and counselors.

In certain cases modal responses were identified as a quick descriptor. Unlike the median response which represents that point below (and above) which 50 percent of the cases fall, the modal response is simply the most frequently occuring response. Both of these are central tendency measures which can describe at least in summary form a distribution of responses.

The second objective was met through the use of various bivariate measures of association including Pearson product-moment correlations, point-biserial correlations, the chi-square test of significance, and Fisher's exact test of probability (Guilford & Fauchter, 1973). Factor analysis was used as a general reduction technique (Harmon, 1967) with the data on tasks and techniques used and theoretical orientation. t-tests and analysis of variance were used to compare differences between counselors and psychologists on tasks, techniques, and theoretical orientation. Further discussion of some of these techniques follow.

Pearson product-moment correlation. The computation of this measure is generally restricted to those cases where the two variables being related are measured on at least an interval level scale. The range of the statistic runs from -1.0 to +1.0, with the sign representing the direction of the relationship and the number its magnitude. Significance testing for this statistic usually involves deciding whether or not the population parameter is 0, given the size of the sample statistic.

Point-biserial correlation. In certain cases it may be of interest to relate a nominal level variable having two levels to one measured on an interval scale. While the latter variable can be dichotomized to match the former, this is done usually at the cost of losing a great deal of information. The point-biserial correlation is a measure that retains a maximum amount of information and yields a statistic that can be interpreted in the same way as the Pearson *r*. The nominal level variable needs to be a genuine dichotomy, however. Actually the point-biserial *r* is a product-moment correlation. Computer programs for giving Pearson *r's* for score data automatically yield point-biserial *r's* between continuous and dichotomized variables (Guilford, 1973).

Chi-square test of significance. This statistic was used in the present study in cases where the variables being related were both measured on a nominal scale or in cases where one variable was on a nominal level with more than two categories and was to be related to a variable measured on an interval scale. In the latter case the interval level variable was dichotomized. By comparing obtained frequencies with expected frequencies, this technique can indicate significant associations between independent and dependent variables.

Fisher's exact test of probability. It may sometimes occur in attempting to compute a chi-square with nominal level variables that exptected frequencies may be very low due to the samll number of people responding to the question. In such a case chi-square values may be misleading. The appropriate technique to use in this instance is to directly compute the probability values. Several instances in the present study required such tests. The probability values obtained were directly comparable to the .10 criterion level of significance.

CHAPTER IV. RESULTS

Overview

The objectives of the study are used to organize the presentation of the results. Since the study was exploratory and much information was gathered, it was decided that such an organizational aid would be the most useful one in order to present clearly the study's findings in relation to the types of questions posed. However, before the results by objectives are presented, demographic and background information on the sample is given.

A. Demographic and Background Characteristics

Background information was obtained on age, sex, income, years employed, education and manner of becoming a school practitioner. Approximately 85 percent of the practitioners were 35 years-old and over. The modal age group was 40-44 years accounting for 23 percent of the sample. Nearly 71 percent of the respondents were female.

Almost 80 percent have been employed as school practitioners 10 years or less with the modal response being 6-10 years (indicated by 45% of the practitioners). However, nearly half (47.89%) have been employed in their present job 5 years or less.

Over a third (38.97%) made over $21,000 per year -- the highest category presented to them --- and another third (32.39%) had yearly incomes of between $18,000 and $20,999. Fewer than 10 percent made less than $15,000 per year.

Approximately 96 percent had a master's degree or higher and nearly 70 percent had earned a masters degree plus 30 hours or more beyond that degree. There were no psychologists with less than a master's degree, and most psychologists had a master's degree plus 60 hours of traditional graduate work.

There was a wide diversity in the practitioners' choice of undergraduate majors. About 27 percent of the practitioners majored in education--the most often cited undergraduate major. Approximately 52 percent majored in one of the following fields: behavioral science (11.74%), social sciences (7.98%), natural sciences (6.10%), humanities (8.45%), business or public administration (5.16%), mathematics(7.04%) or physical education (5.16%). Slightly over 21 percent majored in other assorted fields. Psychologists were less diverse than were counselors in their choice of an undergraduate major with half of the former group having majored in behavioral sciences and slightly over 30 percent in education. There was more uniformity between both counselors and psychologists in their choice of a graduate major. Over 66 percent of all the practitioners majored in guidance and counseling and about 11 percent majored in psychology. Over 78 percent of the counselors majored in guidance and counseling while about 75 percent of the psychologists majored in either psychology (50%),educational psychology (13.9%),or school psychology (11.1%).

When asked how they became school practitioners, nearly one third (30.99%) of the counselors and psychologists stated by education and (19.25%) stated by promotion. Nearly 40 percent (37.09%) stated that they became school practitioners by applying for an available position (10.33%), as a result of administrative encouragement (6.10%), by

passing an exam (7.98%) or by other means (12.68%). Data were missing for 27 persons (12.68%) in the sample. Slightly more than half of the psychologists (52.8%) in comparison to only 26.5 percent of the counselors were likely to have become school practitioners through education. While 22.6 percent of the counselors were likely to become school practitioners through promotion, only 2.8 percent of the psychologists were likely to do so through this means.

See Table 1 for all of the above information by total sample, counselors and psychologists.

Table 1

SAMPLE CHARACTERISTICS OF MENTAL HEALTH PRACTITIONERS

Sample Characteristics	Total Sample		Psychologists N=36		Counselors N=177	
	N	%	N	%	N	%
Age						
less than 24	1	.47	1	2.8	0	0.0
25-29	12	5.63	6	16.7	6	3.4
30-34	19	8.92	3	8.3	16	9.0
35-39	31	14.55	4	11.1	27	15.2
40-44	49	23.00	4	11.1	45	25.4
45-49	37	17.37	5	13.9	32	18.1
50-54	33	15.49	4	11.1	29	16.4
55 and over	22	10.33	0	0	22	12.4
Missing data	9	4.23	9	25.0	0	0.0
Sex						
Male	62	29.11	5	14.0	57	32.0
Female	151	70.89	31	86.0	120	68.0
Income						
9,000-11,999	4	1.88	2	5.6	2	1.1
12,000-14,999	17	7.98	3	8.3	14	7.9
15,000-17,999	40	18.78	6	16.7	34	19.2
18,000-20,000	69	32.39	7	19.4	62	35.0
21,000- and over	83	38.97	18	50.0	65	36.7
Education						
B.A.	1	.47	0	0.0	1	0.6
B.A. + 30	7	3.29	0	0.0	7	4.0
M.A.	58	27.23	6	16.7	52	29.4
M.A. + 30	79	37.09	11	30.6	68	38.4
M.A. + 60	58	27.23	13	36.1	45	25.4
Doctorate	6	2.82	4	11.1	2	1.1
Other	4	1.88	2	5.5	2	1.1

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Table 1 (continued)

Undergraduate Major						
Behavioral Science	25	11.74	18	50.0	7	4.0
Social Sciences	17	7.98	2	5.5	15	8.5
Natural Sciences	13	6.10	0	0.0	13	7.3
Humanities	18	8.45	2	5.5	16	9.0
Business or Public Administration	11	5.16	0	0.0	11	6.2
Undergraduate Major (cont'd)						
Education	58	27.23	11	30.6	47	26.6
Mathematics	15	7.04	1	2.8	14	7.9
Physical Education	11	5.16	0	0.0	11	6.2
Other	45	21.13	2	5.5	43	24.3
Graduate Major						
Education	14	6.57	6	16.7	8	4.5
Guidance & Counseling	141	66.20	2	5.5	139	78.5
Math & Natural Science	1	.47	1	2.8	0	0.0
Psychology	23	10.80	18	50.0	5	2.8
Educational Psychology	6	2.82	5	13.9	1	0.6
School Psychology	5	2.35	4	11.1	1	0.6
Social Science	4	1.88	0	0.0	4	2.3
Other	13	6.10	0	0.0	13	7.3
No Answer	6	2.82	0	0.0	6	3.4
Years Employed						
Less than one year	10	4.69	5	13.9	5	2.8
1-5 years	65	30.52	11	30.6	54	30.5
6-10 years	95	44.60	12	33.3	83	46.9
11-15 years	26	12.21	1	2.8	25	14.1
More than 15 years	13	6.10	7	19.4	6	3.4
Missing data	4	1.88	0	0.0	4	2.2
Years in Present Position						
Less than one year	18	8.45	5	13.9	13	7.3
1-5 years	102	47.89	16	44.4	86	48.6
6-10 years	68	31.92	11	30.6	57	32.2
11-15 years	20	9.39	2	5.5	18	10.2
More than 15 years	5	2.35	2	5.5	3	1.7
Manner of Becoming School Practitioner						
By Education	66	30.99	19	52.8	47	26.5
Encouragement from Administration	13	6.10	1	2.8	12	6.8
By Promotion	41	19.25	1	2.8	40	22.6
Applied for Position	22	10.33	4	11.1	18	10.2
Pass Exam	17	7.98	2	5.5	15	8.5
Other	27	12.68	2	5.5	25	14.1
Missing Data	27	12.68	7	19.4	20	11.2

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B. Objectives 1 and 2

Objective 1 was to identify tasks performed and techniques employed by counselors and psychologists in providing mental health services to clients in public schools. The findings of particular relevance to objective 2--to identify the major problems that Black professionals encounter in providing services to students--are presented here with objective 1 as both are concerned with what the practitioner does routinely. Moreover, the problems encountered by these practitioners often dictate the tasks performed and techniques used in providing services to students. Data for objective 2 consisted of the student problems most frequently encountered by school counselors and psychologists in working with Black students and the approaches they most often took in solving those problems.

Given 37 tasks (and a free response category) to rate as to the frequency with which these tasks were performed, 50 percent or more of the counselors often performed 13 of these tasks, and 50 percent or more of the psychologists often performed 12 of them. There were eight tasks that at least 50 percent or more of the counselors seldom performed and twelve that at least 50 percent or more of the psychologists seldom performed (see Table 2). The counselors most often performed the following tasks: individual counseling (89%), working with new students (82%), consulting with parents (79%), consulting with teachers (78%), academic counseling (75%), working on cumulative records and information (72%), identifying students with special needs (70%), individual psychological testing (70%), student vocational educational counseling (70%), consulting with the principal (69%), contacting agencies

(63%), scheduling (62%), and attending professional meetings (51%). Psychologists were most often involved in individual psychological testing (100%), identifying students with special needs (100%), writing diagnostic reports (92%), consulting with teachers (91%), group testing (89%), consulting with the principal (86%), consulting with parents (86%), doing case studies (69%), designing behavior intervention (64%), contacting agencies (61%), doing mental health consulting (53%), and individual counseling (53%). Both counselors and psychologists were seldom involved in teaching academic courses, publication research, conducting surveys, supervising other psychologists or counselors, job placement, home visitations, and planning PTA activities. Interestingly, psychologists were least frequently involved in two activities in which counselors were most frequently involved--scheduling and student vocational educational counseling.

Table 2

TASKS MOST OFTEN[1] AND LEAST OFTEN[2] PERFORMED BY SCHOOL COUNSELORS AND PSYCHOLOGISTS

Counselors		Psychologists	
Most Often (n, %)	Least Often (n,%)	Most Often (n, %)	Least Often (n, %)
1) Individual Counseling (157, 89%)	1) Teach Academic Courses (156, 88%)	1) Individual Psychological Testing (36, 100%)	1) Teach Academic Courses (35, 97%)
2) Work with New Students (145, 82%)	2) Publication Research (135, 76%)	2) Identify Students with Special Needs (36, 100%)	2) Plan PTA Activities (30, 86%)
3) Consult with Parents (140,79%)	3) Group Testing (133, 75%)	3) Writing Diagnostic Reports (33, 92%)	3) Job Placement (31, 86%)
4) Consult with Teachers (137,78%)	4) Home Visitation (130, 73%)	4) Consult with Teachers (33, 92%)	4) Conduct Surveys (31, 86%)
5) Academic Counseling (133, 75%)	5) Supervise Counselor-Psychologist (127, 72%)	5) Group Testing (32, 89%)	5) Publication Research (28, 78%)

Table 2 (Cont'd)

TASKS MOST OFTEN[1] AND LEAST OFTEN[2] PERFORMED BY SCHOOL COUNSELORS AND PSYCHOLOGISTS

Counselors		Psychologists	
Most Often (n, %)	Least Often (n, %)	Most Often (n, %)	Least Often (n, %)
6) Work on Cumulative Records and Information (127, 72%)	6) Plan PTA Activities (117, 66%)	6) Consult with Principal (31, 86%)	6) Develop Guidance Program (25, 70%)
7) Identify Students with Special Needs (124, 70%)	7) Conduct Surveys (105, 60%)	7) Consult with Parents (31, 86%)	7) Scheduling (24, 68%)
8) Individual Psychological Testing (124, 70%)	8) Job Placement (95, 54%)	8) Case Studies (25, 69%)	8) Interpret Guidance Program to Community (24, 68%
9) Student Vocational Educational Counseling (124, 70%)		9) Design Behavior Interventions (23, 64%)	9) Supervise Counselor Psychologist (23, 67%)
10) Consult with Principal (121, 69%)		10) Contact with Agency (22, 61%)	10) Evaluate Guidance Program (23, 66%)
11) Contact with Agency (110, 63%)		11) Mental Health Consultant (19, 53%)	11) Student Vocational Educational Counseling (18, 52%)
12) Scheduling (109, 62%)		12) Individual Counseling (19, 53%)	12) Home Visitation (18, 50%)
13) Attend Professional Meetings (90, 51%)			

[1]Most often was determined by at least 50% of those responding indicating that they were often involved in the activity.

[2]Least often was determined by at least 50% of those responding indicating that they were seldom involved in the activity.

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In order to reduce the 37 tasks into small, common groups, the SPSS Factor Analysis Program (Nie, Hull, Jenkins, Steinbrenner & Brent, 1975) that initially determines the number of factors to be extracted by solving for principal components was used. It was decided that a minimum rotated factor loading of .35 would be required for a task item to be listed under any factors found. Seven factors were thus identified (See Table 3).

They were as follows:

I. Student development services which accounted for 52.5 percent of the variance;

II. Psychological assessment orientation which accounted for 17.9 percent of the variance;

III. Psychoeducational services which accounted for 9.3 percent of the variance;

IV. Planning and developing guidance programs which accounted for 4.7 percent of the variance;

V. Support services to guidance programs which accounted for 3.6 percent of the variance;

VI. Counseling services to parents which accounted for 3.3 percent of the variance; and

VII. Administrative support which accounted for 2.3 percent of the variance.

Table 3

TASK FACTORS PERFORMED BY SCHOOL COUNSELORS AND PSYCHOLOGISTS

Factor	% of Variance Accounted for	Task Description	Rotated Factor Loading	Scale Mean
1. Student Development Services	52.5	Contact with agency	.91	3.019
		Working with new students	.87	3.066
		Evaluating guidance programs	.87	2.457
		Follow-up of former students	.82	2.422
		Conducting surveys	.81	1.773
		Planning remedial instructions	.78	2.081
		Job placement	.75	1.739
		Home visiting	.73	1.615
		Promoting career development	.71	3.163
		Teaching academic courses at your school	.64	1.737
		Designing behavioral interventions for behavioral problems	.57	3.074
		Community services	.56	2.670
		Family counseling	.54	2.728
		Publication research	.48	2.103
		Planning PTA activities and programs	.46	2.000

Table 3 (continued)

Factors	% of Variance Accounted for	Task Description	Rotated Factor Loading	Scale Mean
II. Psychological Assessment Orientation	17.9	Individual Psychologist testing	.80	2.263
		Writing diagnostic summary report	.71	3.127
		Identifying students with special needs	.64	4.000
		Consulting with teachers	.53	3.901
		Case studies	.49	3.462
		Mental health consultants to school(s)	.40	2.857
III. Psycho-Educational Services	9.3	Academic counseling	.62	3.751
		Individual counseling	.57	4.160
		Scheduling	.57	3.123
		Group counseling	.46	3.423
		Group testing	.45	2.732
IV. Planning and Developing Guidance Programs	4.7	Interpreting guidance programs to community	.75	2.801
		Developing guidance programs	.61	3.465
		Intrepreting guidance programs to school staff	.56 .56	3.351 3.351
		Consulting with principal	.51	3.929
V. Support Services to Guidance Program	3.6	Working on cumulative records and information files	.76	3.768

Table 3 (continued)

Factors	% of Variance Accounted for	Task Description	Rotated Factor Loading	Scale Mean
VI. Counseling Services to Parents	3.3	Consulting with parents	.77	4.104
		Attending professional meetings	.47	3.610
VII. Administrative Support	2.3	Administration duties	.64	3.105
		Extra-curricular activities	.48	2.634

t-tests were run to discover if there were differences between psychologists and counselors in their performance of the task factors. Significant differences were found for four of the seven factors (see Table 4). Counselors were more involved than were psychologists in psychoeducational services ($t=5.05$, $p<.001$), planning and developing guidance programs ($t=4.33$, $p<.001$) and providing support services to guidance programs ($t=3.28$, $p<.002$). Psychologists were more involved than were counselors in psychological assessment orientation ($t=-13.36$, $p<.001$).

Table 4

t-TESTS OF TASK FACTORS PERFORMED BY SCHOOL PSYCHOLOGISTS AND COUNSELORS

TASK FACTORS	Psychologists Mean Score	Counselors Mean Score	t-Value*
I. Student Development Services	3.32	3.56	3.04
II. Psychological Assessment Orientation	4.33	3.04	-13.36**
III. Psychoeducational Services	3.18	3.74	5.05**
IV. Planning and Developing Guidance Programs	2.74	3.36	4.33**
V. Counseling Services to Parents	3.78	3.76	-0.17
VI. Administrative Support	2.48	3.02	2.87
VII. Support Services to Guidance Programs	2.97	3.97	3.28***

*In computing the t-values, separate value estimates were used at the suggestion of Hays (1963), since the samples were of unequal size and homogeneity of variance could not be assumed.

**$p<.0.001$

***$p<0.002$

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Both school counselors and psychologists revealed that certain tasks which they were performing should have been performed by other workers. Table 5 shows that 45 percent of the psychologists and 68 percent of the counselors indicated that secretarial/clerical work was the primary task that they should not be performing. This was the most frequently cited inappropriate task for both groups. The counselors reported a higher number of different work tasks that should be done by others (11 for counselors and 6 for psychologists). Approximately one-third (29%) of the psychologists indicated that no work tasks they performed should be done by others. Twelve percent of the counselors responded in this manner.

Table 5

TASKS PERFORMED WHICH SHOULD BE DONE BY OTHERS*

Tasks	Psychologists N=25*		Counselors N=153**	
	N	%	N	%
Secretarial-Clerical Work	12	45	104	68
Disciplinary Functions	1	4	36	24
Psychological Assessment	-	-	1	.7
Administrative Duties	-	-	17	11
Career Development	-	-	1	.7
Job Placement	-	-	1	.7
Maintaining Student Records	4	16	11	7
Making Referral and Follow-up	1	4	5	3
Scheduling and Programming	1	4	17	11
Supervising and Monitoring Students	-	-	33	22
Counseling Duties	1	4	3	2

*Of 35 school psychologists, 10 or 29 percent indicated that there were no tasks that they performed that should be done by others.

**Of 175 school counselors, 22 or 12 percent indicated that there were no tasks that they performed that should be done by others.

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Practitioners were asked to select from a list of 19, those techniques they used most frequently and those judged to be most effective in working with Black students. Techniques were ranked and the top five are presented in Table 6. Individual counseling was cited as the most frequently used and most effective technique by both counselors and psychologists. Counselors next ranked, in descending order, group counseling, behavior modification, peer counseling and role playing as both techniques most frequently used and those judged most effective. Psychologists next ranked behavior modification and consultation with caretakers, followed by group counseling and interdisciplinary team approach which were equally ranked as the most frequently used techniques. Their choice of the four next most effective techniques were behavior modification, group counseling, interdisciplinary team approach, and modeling. While they include consultation with caretakers as a frequently used technique, it was not cited as one of the top five most effective techniques. Modeling was thought to be one of the most effective techniques, but it was not cited by the psychologists as one of the top five techniques frequently used.

Table 6

TECHNIQUES USED MOST FREQUENTLY AND THOSE JUDGED MOST EFFECTIVE

	Most Frequently Used	Rank	Most Effective	Rank
Counselors	Individual counseling	1	Individual counseling	1
	Group counseling	2	Group counseling	2
	Behavior modification	3	Behavior modification	3
	Peer counseling	4	Peer counseling	4
	Role playing	5	Role playing	5
Psychologists	Individual counseling	1	Individual counseling	1
	Behavior modification	2	Behavior modification	2
	Consultation with caretakers	3	Group counseling	3
	Group counseling	4.5	Interdisciplinary team approach	4
	Interdisciplinary team approach	4.5	Modeling	5

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Practitioners were asked to identify the five major problems they encountered in working with Black students and from the list of five to indicate the most serious ones. Table 7 presents in rank order the student problems most frequently mentioned by school psychologists and counselors. Psychologists identified poor academic achievement as the first ranked problem, followed by a poor home environment and a lack of motivation (both equally ranked); learning difficulties, a poor self-concept, poor teacher-student relations, and a lack of interest in school (all equally ranked). Counselors cited the top five problems, respectively, as follows: poor academic achievement, a lack of motivation, truancy, a poor self-concept, and a poor home environment. Both school counselors and psychologists agreed that poor academic achievement was the primary problem and both included a lack of motivation, a poor home environment, truancy, and a poor-self concept among the five major problems.

Table 7

MAJOR STUDENT PROBLEMS MOST FREQUENTLY INDICATED

Psychologists (N=36)		Counselors (N=177)	
Rank	Problem	Rank	Problem
1	Poor academic achievement	1	Poor academic achievement
2.5	Poor home environment	2	Lack of motivation
2.5	Lack of motivation	3	Truancy
5.5	Learning difficulties	4	Poor self-concept
5.5	Poor self-concept	5	Poor home environment
5.5	Poor teacher-student relations	6	Low aspirations/non-goal oriented
5.5	Lack of interest in school	7.5	Parental neglect/apathy
9.5	Truancy	7.5	Lack of interest in school
9.5	Poor peer relationships	10	Poor teacher-student relations
9.5	Aggression	11	Poor peer relationships
9.5	Parental neglect/apathy	12	Lack of respect for others
13	Economic problems	13	Economic problems
13	Poor self-control	14.5	Discipline
13	Low aspirations/non-goal oriented	14.5	Value conflicts
16	Identity crises	16	Learning difficulties
16	Personal/emotional problems		
16	Student misunderstanding role		

When asked to identify the most serious student problems (Table 8), psychologists cited, respectively, poor academic achievement, a poor home environment, learning difficulties, a poor self-concept, a lack of motivation, and identity crisis. Counselors listed lack of motivation as number one; truancy and poor self-concept (equally ranked); poor academic achievement; and poor home environment and parental neglect/apathy (equally ranked) as the most serious student problems. Counselors and psychologists agreed that poor academic achievement, a lack of motivation, a poor self-concept, and a poor home environment were among the most serious problems that students have.

Respondents were asked to indicate the strategies they used in working with hyperactive children, students who use drugs, combative students, inappropriately labeled students, and students with poor self-concepts. They were also asked to indicate methods they employed to prevent misuse of student records.

Table 8

STUDENT PROBLEMS INDICATED AS MOST SERIOUS

Psychologists (N=36)		Counselors (N=177)	
Rank	Problem	Rank	Problem
1	Poor academic achievement	1	Lack of motivation
3	Poor home environment	2.5	Truancy
3	Learning difficulties	2.5	Poor self-concept
3	Poor self-concept	4	Poor academic achievement
5	Lack of motivation	5.5	Poor home environment
6	Identity crisis	5.5	Parental neglect/apathy

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Listed in Table 9 are the most frequently cited strategies that school counselors and psychologists revealed they employed when working with these particular problem areas. For working with the hyperactive student, the largest percentage of the counselors (24%) stated that they used individual counseling while 21 percent each used either redirecting behavior, conferring with parents or providing support and understanding. The largest percentage of the school psychologists (23%) reported that they used the strategy of redirecting behavior when working with hyperactive children. Their next most frequently used strategies were psychological testing (20%) and providing support and understanding (17%). (Although not frequently cited, requesting medical examinations as a strategy in dealing with hyperactive children was identified by 11 percent of both school counselors and psychologists).

For students with drug problems, counselors most often reported that they had referred such students to an agency (44%), had a parent conference (20%), or recommended an educational seminar on drugs (18%). There were no frequent responses to this problem by psychologists. The highest number to agree on any one strategy was two.

When working with students who fight, the strategy most frequently used by both groups of school practitioners was individual counseling which was cited by 34 percent of the psychologists and 53 percent of the counselors. The next most frequently cited strategies of psychologists were conferring with staff/administration (28%), finding the cause, or conferring with parents (22% each). For counselors, the next most frequently cited strategies were finding the cause (24%), conferring with parents (23%), and group counseling (22%).

In working with students they believe to have been inappropriately labeled, counselors most frequently used psychological testing (42%), conferences with teacher, staff, and student (30%), counseling (24%), and working toward correct placement (22%). Psychologists stated that they employed psychological testing (53%), working toward correct placement (41%) and conferences with teacher, staff, and student (21%).

Table 9

STRATEGIES FOR WORKING WITH SPECIFIC CHILD PROBLEMS

	Strategies Most Often Cited*			
Problem	Counselors	N and % Citing	Psychologists	N and % Citing
Hyper-activity		(N = 140)		(N = 36)
	Individual counseling	24	Redirect behavior	23
	Redirect behavior	21	Psychological testing	20
	Confer with parents	21	Provide support and understanding	17
	Provide support and understanding	21	Other (than strategies listed)	17
Drug use		(N = 136)		(N = 14)
	Refer to agencies	44		
	Parent conferences	20	See footnote 2.	
	Drug seminar education	18		
Combative students		(N = 149)		(N = 34)
	Individual counseling	53	Individual counseling	34
	Find cause	24	Confer with staff administration	28
	Confer with parent	23	Find cause	22
	Group counseling	22	Confer with parent	22
			Behavior modification	19

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Table 9 (continued)

Problem	Strategies Most Often Cited: Counselors	N and % Citing	Psychologists	N and % Citing
		(N = 149)		(N = 34)
Inappropriately Labeled Students	Psychological testing	42	Psychological testing	53
	Conferences with teacher, staff, and student	30	Work toward correct placement	41
	Counseling	24	Conferences with teacher, staff and student	21
	Work toward correct placement	22	Counseling	15
			Build self-concept	15

[1]Multiple responses were made.

[2]Response rates for the various strategies were too low to validly report. The highest number using any one strategy was 2.

Since poor self-concept has been thought to be a problem of Black students, these practitioners were asked how they identified a Black student with a poor self-concept. As Table 10 shows, psychologists indicated that general behavior and negative responses toward self (both stated by 48% of the psychologists) followed by a negative response toward others (31%) were the most frequent indicants of poor self-concept in Black students. Counselors identified a negative response toward self (52%); general behavior and negative response toward others (both stated by 45 percent of the counselors); and the quality of educational performance (21%) as indicators of poor self-concept in Black students. In providing assistance to Black students with a poor

self-concept, most counselors (45%) used personality support followed by the provision of positive experiences (33%) and individual counseling (28%). Likewise, school psychologists most often reported that they provided personality support (48%), positive experiences (48%), and individual counseling techniques (34%) when they worked with such students (See Table 11).

Table 10

PERCEIVED INDICANTS OF POOR SELF CONCEPT IN BLACK STUDENTS

Indicant **	Psychologists *(N=29)		Counselors *(N=65)	
	N	%	N	%
General behavior	14	48	74	45
Negative response toward self	14	48	85	52
Negative response toward others	9	31	74	45
Quality of educational performance	6	21	54	33
Quality of personal appearance	3	10	21	13
Mention of racial identification	-	-	3	2
Other	3	10	16	10

* Missing data

** Multiple responses given.

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Table 11

TECHNIQUES USED IN WORKING WITH BLACK STUDENTS WITH POOR SELF CONCEPTS

Techniques *	Psychologists (N=29)		Counselors (N=175)	
	N	%	N	%
Personality support	14	48	79	45
Provision of positive experiences	14	48	57	33
Individual counseling	10	34	49	28
Self-awareness orientation	2	7	28	16
Use of positive models	4	11	23	13
Life-Space exploration	6	17	20	17
Group counseling	1	3	17	16
Peer counseling	-	-	14	8
Behavior modification	4	14	13	7
Ethnic identification	3	10	11	6
Provide academic reinforcement	-	-	7	4
Refer to pupil personnel worker	2	7	4	2
Therapeutic tutoring	2	7	4	2
Study skill assistance	-	-	3	2
Use of community resources	1	3	2	1
Other	12	41	30	17

* Multiple responses given.

The approach which school counselors (35%) and psychologists (47%) most frequently took in handling the problem of misuse of student records was advising staff and teachers of the confidentiality of the records. Twenty-one percent of the counselors indicated to clients that records were locked. For both groups of school practitioners, the approach of indicating that the records would be handled by authorities was taken equally often (16%, See Table 12).

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Table 12

APPROACHES USED TO PREVENT MISUSE OF STUDENT RECORDS

Approach	Psychologists *(N=19)		Counselors *(N=98)	
	N	%	N	%
Advise staff/teachers of confidentiality	9	47	35	35
Records are locked	1	5	21	21
Records handled by authorities	3	16	16	16
Remove confidential information	2	11	10	10
Parental permission needed	-	-	11	11
Limit access by personnel	-	-	7	7
Complete file not issued	1	5	5	5
Signature required upon release	-	-	5	5
Student permission needed	-	-	4	4
Quote laws	-	5	5	3
Remove old material	-	-	2	2
Other	4	21	18	18

*Missing data

Slightly less than half of the counselors (49%) and half of the school psychologists (50%) stated that there are unique strategies used in working with Black students. Table 13 shows what these unique strategies are. Of the 87 counselors, 38 percent stated that personality support was the strategy they considered most valuable in working with Black students followed by life-space exploration (27%) and ethnic identification (21%). The highest percentage of the school psychologists, (42%), on the other hand, reported that life-space exploration was the strategy they considered of unique value for this student population. Thirty-two percent stated that ethnic identification and 26 percent reported that personality support were strategies of unique value when working with Black students. (Explanations of these concepts

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are available in Gary, West & Kumi's 1976 Study on Black social workers).

Table 13

STRATEGIES PERCEIVED AS HAVING UNIQUE VALUE IN WORKING WITH BLACK STUDENTS

Strategy **	Psychologists *(N=19)		Counselors *(N=87)	
	N	%	N	%
Life-space exploration	8	42	24	27
Personality support	5	26	33	38
Ethnic identification	6	32	18	21
Counseling	-	-	11	13
Self awareness orientation	1	5	10	11
Behavior modification	-	-	6	7
Provision of positive experiences	2	11	3	3
Therapeutic tutoring	-	-	3	3
Other	4	21	17	20

* Missing data

** Multiple responses given.

C. Objective 3

Objective 3 was to identify and assess the relative significance of the theoretical frame of reference used by these professionals. Measures of client orientation and Black value orientation were obtained and factor analyzed. This resulted in two client orientation factors and two Black value orientation factors.

In this study, client orientation refers to the theoretical frame of reference employed by counselors and psychologists in working with students. The two client orientation factors were labeled "psychodynamic mindedness" and "social-environment mindedness". Gary, West & Kumi

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(1976) in their assessment of client orientation in social workers used items identical or comparable to the ones used in this study, and they found, as here, two factors of client orientation. They labeled them "psychodynamic mindedness" and "social-environment mindedness". Social environment mindedness was used to describe an orientation toward the client that focused on social systems and conditions of the environment as pivotal in the etiology of the existing problem. Contrastingly, psychodynamic orientation assumes that the individual's own personal attitudes and behaviors are most critical in understanding the cause of the problem. The labels and meaning were retained to describe the factors found in this study.

There were six major loadings observed for psychodynamic mindedness. Table 14 shows that the highest loading was for the statement "the large social problems of today can best be understood when they are analyzed in terms of individual behavior dynamics" (.83). The other five statements ranged from a loading of .42 to .58. The percent of variance accounted for by this factor was 85.7 percent. There were also six major items loading under social environment mindedness. The three high loadings for this factor were: "school counselors/psychologists should be more concerned with the impact of the environment on clients and less concerned with personality dynamics" (.62), "environment is a stronger determinant of intelligence than heredity" (.61), and "some workers should spend more time helping communities to accept the mentally ill rather than working with patients to adjust" (.57). The percent of variance accounted for by this factor was 14.3 percent.

TABLE 14

FACTORS OF CLIENT ORIENTATION

Factors	% of Variance	Task Description	Rotated Factor Loading	Scale Mean
1. Psychodynamic Mindedness	85.7	The large social problems of today can best be understood when they are analyzed in terms of individual behavior dynamics.	.83	3.409
		Effective help to any client depends on an understanding of unconscious motivations.	.58	3.803
		School psychologist/counselor can change society only through the medium of the feelings of the individuals and groups who are the clients.	.54	2.939
		The highest goal of school psychology/counseling is to free the client from inner conflict.	.46	3.699
		The reason that delinquency and family breakdown are getting worse is that the known treatment methods have never really been given a chance on a large scale.	.46	2.797
		In times to come, as technology advances, the tendency to be employed may run in the genes of a family as certainly as bad teeth do now.	.42	2.113

Table 14 (continued)

FACTORS OF CLIENT ORIENTATION

Factors	% of Variance	Task Description	Rotated Factor Loading	Scale Mean
II. Social-Environment Mindedness	14.3	School counselors/psychologist should be more concerned with the impact of the environment on clients and less concerned with personality dynamics.	.62	2.807
		Environment is a stronger determinant of intelligence than heredity.	.61	3.429
		Some workers should spend more time helping communities to accept the mentally ill rather than working with patients to adjust.	.57	3.169
		Case-by-case treatment can never make in-roads on society's basic problems.	.55	2.660
		In combating juvenile delinquency, school counselors/psychologists should work more with the neighborhood and schools than with the delinquent and his parents.	.53	2.164
		The opportunity structure in which people find themselves is the central condition determining their behavior.	.50	3.436

Black identity and pragmatic endorsement were the names given to the two factors of the Black Value Orientation Scale (See Table 15). Fourteen items loaded under Black identity. Items loading high on Black identity reflected a positive acceptance and push for Black experiences. The four highest loadings were observed for the following items: "It is sometimes necessary to confront school personnel on behalf of Black children" (.83); "the attempt to make school boards recognize the birthday of Dr. Martin Luther King, Jr. is a good step" (.82); "Black music and drama should be used more in the public schools" (.80); and "as much emphasis should be attached to teaching 'Lift Every Voice and Sing' as 'The Star Spangled Banner' (.75). The percent of variance reported for this factor was 40.8 percent.

The label, pragmatic endorsement, was used to describe items that suggested a practical approach to attitudes and behavior with a lesser concern for ethnicity. There were eight items loading under the factor, pragmatic endorsement. The three highest loading items were: "In public schools there is too much emphasis on Blackness and not enough on basics" (.66); "I'd rather be thought of as a school counselor/psychologist first and a Black person second" (.62); and "Black children should be taught that they are Americans first and Black second" (.56). The percent of variance reported for this factor was 19.5 percent.

TABLE 15

FACTORS OF BLACK VALUE ORIENTATION

Factors	% Variance	Task Description	Rotated Factor Loading	Scale Mean
1. Black Identity	40.8	It is sometimes necessary to confront school personnel on behalf of Black children.	.83	3.793
		The attempt to make school boards recognize the birthday or death of Dr. Martin Luther King, Jr. is a good step.	.82	3.808
		Black music and drama should be used more in the public schools.	.80	3.714
		As much emphasis should be attached to teaching "Lift Every Voice and Sing" as "The Star Spangled Banner."	.75	3.237
		Among the professional associations, there should be a Black caucus.	.72	3.563
		Black religious holidays such as kwanzaa should be recognized in the school just as Christmas and Hannukah are.	.67	3.094
		Help Black children remember that they are Black.	.67	2.604
		Stress on cultural symbols such as the dashiki and afro has value for Black children.	.54	3.024
		While at home and abroad we should always defend all that Black stands for.	.53	2.660
		Because I am a Black school counselor/psychologist, I should be an advocate for Black children.	.46	3.493

Table 15(continued)

Factors	% Variance	Task Description	Rotated Factor Loading	Scale Mean
I. Black Identity (Cont'd)	40.8	In working with Black children, it is a good idea to refer to national Black heroes rather than white heroes.	.45	3.177
		Prescribed drugs are used in schools indiscriminantly against Black children.	.42	3.329
		The control of Black schools in Black communities should be left in the hand of Black people.	.41	2.957
		There is too much fuss about people "getting ahead" and leaving the race.	.35	2.748
II. Pragmatic Endorsement	19.5	In public schools there is too much emphasis on Blackness and not enough on basics.	.66	2.609
		I'd rather be thought of as a school counselor/psychologist first and a Black person second.	.62	3.119
		Black children should be taught that they are Americans first and Black second.	.56	2.761
		For Black people in this country, the the present social, economic and political situation is better than it was before 1960.	.41	3.010
		The playing of "The Star Spangled Banner" does not inspire me.	.40	2.857

Table 15(Continued)

Factors	% Variance 19.5	Task Description	Rotated Factor Loading	Scale Mean
11. Pragmatic Endorsement (cont'd)		Black students generally do poorly on standardized tests because the tests are culturally biased.	.38	3.957
		What is usually referred to as Black language is just regular English being messed up.	.38	2.718
		Poor Black children and poor white children experience the same oppression from the system.	.38	2.587

There were significant differences between counselors and psychologists on the two factors of client orientation and the two factors of Black value orientation. Counselors were higher on psychodynamic mindedness than psychologists were ($t = 2.43$, $p < .01$) on the client orientation scale, while psychologists were higher on social environment mindedness ($t = -2.08$, $p < .01$). In terms of Black value orientation, psychologists were higher on Black identity than were counselors ($t = -1$, $p < .05$) while counselors were higher on pragmatic endorsement ($t = 3.26$, $p < .05$) (See Table 16).

TABLE 16

t-TESTS OF DIFFERENCES BETWEEN PSYCHOLOGISTS AND COUNSELORS ON THE FACTORS OF CLIENT AND BLACK VALUE ORIENTATION

FACTORS	COUNSELORS Mean Score	PSYCHOLOGISTS Mean Score	t-VALUE
Client Orientation			
Psychodynamic mindedness	3.30	3.08	2.43*
Social environment mindedness	3.02	3.23	-2.08
Black Value Orientation			
Black Identity	3.54	3.71	-1.95**
Pragmatic Endorsement	2.97	2.59	3.26**

*p= 0.01
**p= 0.05

D. Objective 4

Objective 4 was to determine how these professionals view their roles and functions. Data were collected which focused on their perceptions of the work setting, organizational constraints and settings, and problems

that interfered with their task performance. Under the rubric "organizational constraints" were variables dealing with the work settings of the sample. These variables are concerned with whether school counselors and psychologists believed that they had adequate physical space with which to serve their students and whether they believed themselves capable of handling their caseloads unassisted. One hundred seventy-one (171) or 97 percent of the counselors and 34 (or 94%) of the 36 psychologists reported that they had an office. Six counselors and 2 psychologists reported that they did not. Only 35, 21 percent, of the counselors shared their office while 15, 44 percent, of the psychologists did so. Data on whether the office was shared are missing on 10 of the counselors and 2 of the psychologists who indicated that they had an office. Seventy-one (71) percent of the counselors and 76 percent of the psychologists stated that they were able to handle their workload.

The selection of variables associated with organizational setting was designed to examine the degree to which practitioners knew what was expected of them on the job, to identify problems which they believed interfered with the performance of their duties, and to determine whether changes in the policy or activities relating to their jobs had occurred, and if so, if they had been changes for the better and what those changes had been. In addition, these variables identified those changes which school counselors and psychologists felt would improve the delivery of their services. Half of the school psychologists (50%) and slightly less than half of the counselors (47%) indicated that they knew their job expectations "fairly well" from the start. Six (6) percent of the school psychologists and 7 percent of the counselors selected the response "not at all well" for this questionnaire item.

When asked what work interference problems were most serious, psychologists cited the following in descending rank order; lack of resources, heavy caseload, lack of parental concern, lack of time, and misunderstanding of role by staff/administration. Counselors cited, respectively, clerical work, interruptions and meetings, a lack of resources, and performing disciplinary functions (See Table 17).

TABLE 17

MOST SERIOUS PROBLEMS INTERFERING WITH WORK

Psychologists (N=36)		Counselors (N=177)	
Rank	Problem	Rank	Problem
1	Lack of resources	1	Clerical work
2	Heavy caseload	2	Interruptions and meeting
3	Lack of parental concern	3	Lack of resources
4	Lack of time	4	Performing disciplinary functions
5	Misunderstanding of role by staff administration		

Eighty (80) percent of the psychologists indicated that important changes had been made on the job and 61 percent of them indicated that the changes were for the better. Sixty-four (64) percent of the counselors stated that important changes had been made and 60 percent of them believed the changes were for the better. For school psychologists, the most frequently reported changes were changes in personnel (17%), a decrease in psychological testing (14%), and grade/school assignment change (10%). The major job changes experienced by the counselors were change in personnel (16%), increase in caseload (83%),

grade/school assignment change (87%) and better work relations with staff administration (87%). On this open-ended question, counselors identified over twice the number of job changes than did psychologists (18 for counselors and 8 for psychologists).

When asked to indicate changes they believed would improve their job performance, the most frequently cited recommended changes for counselors were a reduction in clerical work (24%), a reduction in caseload (23%), and additional personnel (21%). For psychologists, additional personnel was most frequently cited (27%) followed by improved availability of resources (12%), a reduction in caseload (12%), more in-service training (12%) and reorganization of the pupil-personnel system (9%) (see Table 18).

Table 18

MOST FREQUENTLY CITED
CHANGES NEEDED TO IMPROVE PERFORMANCE

Counselors (N=169)*	N	%	Psychologists (N=33)*	N	%
Reduction in clerical work	40	24	Additional personnel	9	27
Reduction in caseload	38	23	Improved availability of resources	7	21
Additional personnel	35	21	Reduction in caseload	4	12
More time spent in counseling	29	17	More in-service training	4	12
Better understanding of role by staff administration	24	14	Reorganization of pupil-personnel system	3	9
Improved availability of resources	23	14			

*Multiple responses were given.

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E. Objective 5

Objective 5--to examine the influence of organizational, demographic and attitudinal variables on the techniques and tasks utilized by these workers -- attempted to discover which factors were associated with the performance of the tasks and techniques performed by practitioners. The data necessary for this type of analysis were collected for the other four objectives and have been presented. These data were correlated with 25 sample characteristics. They were age, sex, graduate major, whether had an office, whether shared a office, whether experienced problems in sharing an office, how well respondent knew what was expected on the job, whether there had been occurrences of important changes in policy, whether job changes had been for the better, the extent the respondent was able to define job responsibility, the extent the respondent was able to make changes on the job, the extent the respondents believed their superiors understood their problems on the job, psychodynamic mindedness, social environment mindedness, Black identity, pragmatic endorsement, and the perception of how well the attendance officer, students, social worker, nurse, parent, principal, assistant principal, teacher and other counselor or psychologist knows what the job of the respondent entails. The statistical analyses used included Pearson product-moment correlations, point-biserial correlations, and chi-square tests. The more liberal alpha level ($p = .10$) was chosen to reflect significant differences. The choice was consistent with the exploratory nature of this study. Reported below are relationships examined and significant associations found.

1. Measures of association were computed between the 5 top ranked techniques judged most effective by the school counselors and the psychologists and the 25 selected sample variables. Forty-two (42) of the 260 association measures were found to be significant at the .10 level which is more than could be expected by chance. Those 42 significant correlations are presented in Table 19. Of the 42, 13 were significant for counselors and 29 for psychologists. Described below are those findings for each of the most effective techniques.

Table 19

VARIABLES RELATED TO
TECHNIQUES JUDGED MOST EFFECTIVE

COUNSELORS

Variables	Measure of Association	Significance Level	Direction/Interpretation of Relationship
Behavior Modification			
Were changes for better	$x^2 = 6.53$	.01	No/not indicated effective
Extent able to make changes	$r_{pb.} = .12$	.06	High/not indicated effective
Psychodynamic-mindedness	$r_{pb.} = -.16$	.07	High/effective
Black identity reinforcement	$r_{pb.} = .17$	.01	High/not indicated effective
How well principal knows job	$r_{pb.} = .17$	.01	High/not indicated effective
Individual Counseling			
Have an office	$x^2 = 3.26$	.07	Yes/effective
Were changes for better	$x^2 = 3.02$	.08	Yes/effective
Black identity reinforcement	$r_{pb.} = -.10$	.10	High/effective
Group Counseling			
Black identity reinforcement	$r_{pb.} = -.10$	.10	High/effective
How well assistant principal knows job	$r_{pb.} = .15$	.02	High/not indicated effective
Peer Counseling			
How well attendance officer knows job	$r_{pb.} = -.12$	.07	High/effective
How well assistant principal knows job	$r_{pb.} = -.11$	.08	High/effective
Role Playing			
How well student knows job	$r_{pb.} = -.19$	.01	High/effective

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Table 19 Continued

PSYCHOLOGISTS

Variables	Measure of Association	Significance Level	Direction/Interpretation of Relationship
Group Counseling			
Problems with sharing office	Fisher's exact test	.09	Yes/effective
Extent able to make changes	$r_{pbs} = -.32$	.03	Yes/effective
How well parent knows job	$r_{pbs} = .23$	.09	High/effective
How well principal knows job	$r_{pbs} = .22$	.10	High/not indicated effective
How well teacher knows job	$r_{pbs} = .23$	.09	High/not indicated effective
Behavior Modification			
Age	$r_{pbs} = .50$	.001	Younger/effective
Extent able to make changes	$r_{pbs} = .33$	.03	High/not indicated effective
Professional identity	$r_{pbs} = -.29$	.04	High/effective
How well student knows job	$r_{pbs} = .28$	.05	High/not indicated effective
How well social worker knows job	$r_{pbs} = .28$	.05	High/not indicated effective
How well nurse knows job	$r_{pbs} = .39$	.01	High/not indicated effective
How well principal knows job	$r_{pbs} = .22$	.10	High/not indicated effective
Individual Counseling			
Were changes for the better	$x^2 = 6.57$	.04	Yes/effective
Extent able to make changes	$r_{pbs} = -.23$	.09	High/effective
How well student knows job	$r_{pbs} = -.28$	.05	High/effective
How well social worker knows job	$r_{pbs} = -.25$	.07	High/effective
How well nurse knows job	$r_{pbs} = -.27$	.06	High/effective
How well assistant principal knows job	$r_{pbs} = -.21$	.10	High/effective
Group Counseling			
Extent superiors understand problems	$r_{pbs} = .45$	.003	High/not indicated effective
Psychodynamic-mindedness	$r_{pbs} = .33$	.03	High/not indicated effective
Social environment-mindedness	$r_{pbs} = -.35$	.02	High/effective
How well student knows job	$r_{pbs} = .29$	.05	High/not indicated effective
How well parent knows job	$r_{pbs} = .44$	.004	High/not indicated effective
How well counselor/psychologist knows job	$r_{pbs} = .24$	.08	High/not indicated effective
How well teacher knows job	$r_{pbs} = .24$	.08	High/not indicated effective
Interdisciplinary Team Approach			
Graduate major	$x^2 = 9.24$	.10	Psych. major/not indicated effective
Psychodynamic-mindedness	$r_{pbs} = .24$	.08	High/not indicated effective
How well social worker knows job	$r_{pbs} = .48$	.002	High/not indicated effective
How well assistant principal knows job	$r_{pbs} = .13$	.09	High/not indicated effective

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Behavior Modification (Ranked in the top 5 techniques by both groups). Counselors who reported a considerable ability to make changes in their jobs tended not to list behavior modification among the most effective helping techniques (r_{pbi} = .12, p <.06). Counselors who indicated that changes in their work setting were not for the better were also less likely than were others to report this technique as being most effective (χ^2 = 6.53 p <.01). Those counselors found to rate high on psychodynamic-mindedness tended to list behavior modification among the most effective techniques available to them (r_{pbi} = -.16, p <.02). The reverse, however, was observed to be true for those counselors placing a high value on Black identity reinforcement (r_{pbi} = .17, p <.01). Behavior modification was not indicated to be effective by counselors who stated that their principal knew their job well (r_{pbi} = .17, p <.01).

For the school psychologists, age was found to be significantly associated with the use of behavior modification as a helping technique. The younger school psychologists were more likely than were others to state that this technique was effective (r_{pbi} = .50, p <.001). Behavior modification was not indicated to be effective for psychologists who were able to make changes (r_{pbi} = .33, p <.03) and who believed that the student (r_{pbi} = .28, p <.05), social worker (r_{pbi} = .28, p <.05), nurse (r = 39, p <.01), and principal (r = -.22, p <.10) understood their job well. Psychologists who rated high on pragmatic endorsement indicated behavior modification to be effective (r_{pbi} = .29, p <.04).

Individual Counseling (Ranked in the top 5 techniques by both groups). The counselors who listed individual counseling among the techniques they found most effective tended to have an office (χ^2 = 3.26,

$p < .07$), to have experienced job changes that were for the better ($\chi^2 = 3.26$, $p < .07$) and to place a high value on the recognition of Black identity ($r_{pbi} = -.10$, $p < .10$). The school psychologists who reported this technique to be the most effective perceived that job changes they had experienced were for the better ($\chi^2 = 6.57$, $p < .04$), that they were able to make changes in their jobs ($r_{pbi} = -.23$, $p < .09$), and indicated that students ($r_{pbi} = -.28$, $p < .05$), social workers ($r_{pbi} = -.25$, $p < .07$), nurses ($r_{pbi} = -.27$, $p < .06$) and assistant principal ($r_{pbi} = -.21$, $p < .10$) knew what their job entailed.

Group Counseling (Ranked in the top 5 techniques by both groups). Counselors who were high in Black identity reinforcement indicated group counseling to be effective ($r_{pbi} = -.10$, $p < .10$). Those who indicated that their assistant principal knew their jobs well did not indicate group counseling as being effective ($r_{pbi} = 15$, $p < .02$).

Psychologists who were high in social environment-mindedness reported group counseling to be an effective helping technique (r_{pbi}, $p < .02$), while psychodynamically minded psychologists did not make this judgement ($r_{pbi} = .33$, $p < .03$).

Group counseling was indicated not to be effective by psychologists who stated that superiors understood their problems ($r_{pbi} = .45$, $p < .003$), and by those who stated that students ($r_{pbi} = .29$, $p < .05$), parents ($r_{pbi} = .24$, $p < .08$), and teachers ($r_{pbi} = .24$, $p < .08$) knew their job well.

Modeling (Ranked in the top 5 techniques by psychologists only). The school psychologists who found sharing an office problematic but felt able to make job changes tended to report modeling as a most effective technique (respectively, Fisher's exact text, $p = < .09$, $r_{pbi} = -.32$,

$p < .03$). The school psychologists who perceived that principals and teachers knew what their job entailed were less likely than were others to list modeling among the most effective techniques ($r_{pbi} = .22$, $p < .10$ and $r_{pbi} = .23$, $p < .09$, respectively). If parents were perceived to know the job of the school psychologists, modeling was indicated to be effective ($r_{pbi} = 23$, $p < .09$).

Interdisciplinary Team Approach (Ranked in the top 5 techniques by school psychologists only). The school psychologists who listed psychology as their graduate major were less likely than were others to indicate the use of an interdisciplinary team approach as one of the most effective strategies at their disposal ($\chi^2 = 9.24$, $p < .10$). Those who scored high on psychodynamic-mindedness did not report the use of interdisciplinary teams as an effective technique ($r_{pbi} = .24$, $p < .08$). The school psychologists who stated that the social workers and assistant principals knew their job well were less likely than were others to rank this technique as most effective ($r_{pbi} = .48$, $p < .002$, and $r_{pbi} = .13$, $p < .09$, respectively).

Peer Counseling (Ranked in the top 5 techniques by counselors only). Counselors who reported that the attendance officer and assistant principal knew well what their job entailed were more likely than were others to report peer counseling as being one of the most effective helping techniques ($r_{pbi} = -.12$, $p < .07$, and $r_{pbi} = -.11$, $p < .08$ respectively).

Role Playing (Ranked in the top 5 techniques by counselors only). The counselors who selected this technique tended to perceive students as knowing the counselor's job well ($r_{pbi} = -.19$, $p < .01$).

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2. The 5 top ranked techniques that counselors and school psychologists reported they used most frequently were correlated with the same 25 selected sample characteristics. Of the combined 260 correlations calculated, 32 were significant at the .10 level--16 each for counselors and psychologists. This represents 6 more than could be expected by chance. Table 20 presents the significant associations found. They are described below for each of the most frequently used techniques.

Table 20

VARIABLES RELATED TO TECHNIQUES USED MOST FREQUENTLY

COUNSELORS

Variables	Measure of Association	Significance Level	Direction/Interpretation of Relationship
Behavior Modification			
Extent able to make changes	r_{pbi} = .17	.01	High/not indicated frequently
Psychodynamic-mindedness	r_{pbi} = -.15	.03	High/frequently
How well social worker knows job	r_{pbi} = .19	.01	High/not indicated frequently
How well assistant principal knows job	r_{pbi} = -.11	.07	High/frequently
Individual Counseling			
Have an office	χ^2 = -.13	.05	Yes/frequently
Group Counseling			
Age	r_{pbi} = -.13	.05	Older/frequently
Extent able to define responsibility	r_{pbi} = -.10	.09	High/frequently
How well social worker knows job	r_{pbi} = .15	.02	High/not indicated frequently
How well nurse knows job	r_{pbi} = .10	.10	High/not indicated frequently
How well parent knows job	r_{pbi} = -.12	.06	High/frequently
Peer Counseling			
How well know what was expected	r_{pbi} = .13	.04	High/not indicated frequently
How well assistant principal knows job	r_{pbi} = -.16	.02	High/frequently
Role Playing			
Age	r_{pbi} = -.12	.06	Older/frequently
How well know what was expected	r_{pbi} = .21	.005	High/not indicated frequently
Psychodynamic-mindedness	r_{pbi} = .11	.07	High/not indicated frequently
How well student knows job	r_{pbi} = -.10	.09	High/frequently

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TABLE 20 (continued)

PSYCHOLOGISTS

Variables	Measure of Association	Significance Level	Direction/Interpretation of Relationship
Consultation with Caretakers			
How well student knows job	r_{pbi} =-.22	.10	High/frequently
Behavior Modification			
Age	r_{pbi} = .25	.07	Younger/frequently
How well student knows job	r_{pbi} = .23	.10	High/not indicated frequently
Individual Counseling			
Age	r_{pbi} =-.40	.01	Older/frequently
Extent able to define responsibility	r_{pbi} =-.27	.10	High/frequently
Extent able to make changes	r_{pbi} =-.46	.003	High/frequently
How well principal knows job	r_{pbi} = .25	.07	High/not indicated frequently
Group Counseling			
Age	r_{pbi} =-.24	.08	Older/frequently
Important changes in policies	X^2 =3.50	.06	Yes/frequently
More changes for better	X^2 =6.90	.03	Yes/frequently
How well knew what was expected	r_{pbi} =-.23	.10	High/frequently
Extent superiors understand problems	r_{pbi} = .38	.01	High/not indicated frequently
Psychodynamic-mindedness	r_{pbi} = .26	.07	High/not indicated frequently
How well parent knows job	r_{pbi} = .30	.04	High/not indicated frequently
Interdisciplinary Team Approach			
More changes for better	X^2 =6.09	.05	Undecided/frequently
Social environment-mindedness	r_{pbi} =-.37	.03	High/frequently

Behavior Modification (Ranked in the top 5 by both groups). The counselors who felt able to make changes in their jobs tended not to employ behavior modification techniques frequently (r_{pbi} = .17, p <.01). The same was true of counselors who perceived the social worker as knowing their job well (r_{pbi} = .19, p <.01). However, those counselors who believed that the assistant principal knew their job well tended to use behavior modification techniques frequently (r_{pbi} = -.11, p <.07). Counselors who rated high in psychodynamic mindedness used this technique frequently (r_{pbi} = -.15, p <.03). Younger school psychologists reported more frequent use of behavior modification than did their older counterparts (r_{pbi} = .25, p <.07). School psychologists who

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stated that students knew their job well did not use this technique frequently (r_{pbi} = .23, p <.10).

Individual Counseling (Ranked in the top 5 by both groups). Counselors who reported that they did individual counseling frequently were more likely to have an office (χ^2 = 4.13, p <.05). School psychologists who frequently used this technique tended to be older (r_{pbi} = -.40, p <.01), were able to define their own area of job responsibility (r_{pbi} = -.22, p <.01), and were able to make changes in their jobs (r_{pbi} = -.46, p <.003). Those school psychologists who did not frequently do individual counseling indicated that they preceived the principal as knowledgeable about their job functions (r_{pbi} = .25, p <.07).

Group Counseling (Ranked in the top 5 by both groups). Counselors who frequently did group counseling were older (r_{pbi} = -13, p <.05), tended to be in positions where they could define their own area of job responsibility (r_{pbi} = -.10, p <.09) and perceived parents as knowing what a counselor's job entails (r_{pbi} = -.12, p <.06). Group counseling was not indicated by counselors as being used frequently if the social worker and nurse were perceived as knowing the counselor's job well (r_{pbi} = .15, p <.02, and r_{pbi} = .10, p <.10, respectively). School psychologists who frequently employed group counseling were older (r_{pbi} = -.24, p <.08), felt there had been important changes in policies which were for the better (χ^2 = 6.90, p <.03) and knew well what was expected of them in the job (r_{pbi} = -.23, p <.10). They did not indicate frequent use of group counseling when they perceived that superiors understood their problems (r_{pbi} = .38, p <.01), if they were high in psychodynamic mindedness (r_{pbi} = .26, p <.07), and if they perceived that parents knew their jobs well (r_{pbi} = .30, p <.04).

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Interdisciplinary Team Approach (Ranked in the top 5 by psychologists only). The school psychologists who reported frequent use of interdisciplinary teams were undecided on whether job changes they had experienced were for the better ($\chi^2 = 6.09$, $p < .05$) and they rated high in social environment mindedness ($r_{pbi} = -.32$, $p < .03$).

Consultation with Caretakers (Ranked in the top 5 by psychologists only). Psychologists who perceived that students knew their job well indicated a frequent use of consultation with caretakers ($r_{pbi} = .22$, $p < .10$).

Peer Counseling (Ranked in the top 5 by counselors only). The counselors who knew well what was expected of them tended not to use this technique frequently ($r_{pbi} = .13$, $p < .04$). Frequent users of peer counseling were likely to perceive that the assistant principal knew what the counselor's job entailed ($r_{pbi} = -.16$, $p < .02$).

Role Playing (Ranked in the top 5 by counselors only). The older counselors and those who perceived the students as knowing what their job entailed tended to use this technique frequently ($r_{pbi} = -.12$, $p < .06$ and $r_{pbi} = -.10$, $p < .09$, respectively). Counselors who knew well what was expected of them and rated high in psychodynamic mindedness were likely not to use role playing ($r_{pbi} = .21$, $p < .033$ and $r_{pbi} = .11$, $p < .07$, respectively).

3. Correlations were computed between the indication of the belief that there were unique strategies for working with Black students and sample characteristics and between the 3 top ranked strategies for working with Black students and identified sample characteristics. The number of

significant associations observed were 30 (of 300 measure) -- not above chance. The direction and the interpretation of the significant relationships are presented in Table 21.

Table 21

VARIABLES RELATED TO THE INDICATION OF UNIQUE STRATEGIES FOR WORKING WITH BLACK STUDENTS

	Group	Measure of Association	Significance Level	Direction/interpretation of Relationship
Unique Strategies Indicated				
Age	C	r_{pbis} = -.11	.08	older/yes
Pragmatic Endorsement	P	= -.26	.06	higher/yes
Professional Identity	C	r_{pbis} = -.15	.05	higher/yes
How well _____ knows what job entails				
attendance officer	C	r_{pbis} = -.22	.005	higher/yes
social worker	P	r_{pbis} = .24	.08	higher/no
nurse	C	r_{pbis} = -.11	.08	higher/yes
counselor/psychologist	C	r_{pbis} = -.26	.001	higher/yes
assistant principal	P	r_{pbis} = .24	.08	higher/no
Personality Support Indicated				
Age	P	r_{pbis} = -.34	.08	older/indicated
Age	C	r_{pbis} = -.16	.07	older/indicated
How well knew what was expected	P	r_{pbis} = -.30	.10	higher/indicated
Extent able to make changes	P	r_{pbis} = -.31	.10	higher/indicated
Social-environment-mindedness	C	r_{pbis} = -.14	.09	higher/indicated
How well _____ knows what job entails				
nurse	P	r_{pbis} = -.44	.04	higher/indicated
principal	P	r_{pbis} = -.41	.04	higher/indicated
teacher	C	r_{pbis} = .17	.05	higher/indicated
assistant principal	P	r_{pbis} = -.42	.04	higher/indicated
assistant principal	C	r_{pbis} = .24	.02	higher/not indicated

*P indicates responses by psychologists; C, responses by counselors.

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Table 21 (continued)

	Group	Measure of Association	Significance Level	Direction/Interpretation of Relationship
Life Space Exploration Indicated				
Graduate Major	P	$\chi^2 = 8.33$	.08	Educational psychology/indicated
Problems with sharing office	P	Fisher's exact test	.05	yes/not indicated
Extent able to make changes	C	$r_{pbi} = .17$	.06	higher/not indicated
Professional identity	C	$r_{pbi} = -.16$	.07	higher/not indicated
How well ____ knows what job entails				
student	P	$r_{pbi} = .43$	.04	higher/not indicated
assistant principal	C	$r_{pbi} = -.16$	.07	higher/not indicated
Ethnic Identification Indicated				
Extent able to define responsibility	C	$r_{pbi} = -.15$	.08	higher/indicated
Psychodynamic-mindedness	P	$r_{pbi} = .32$	.10	higher/not indicated
How well ____ knows what job entails				
principal	P	$r_{pbi} = .47$	.02	higher/not indicated
counselor/psychologist	P	$r_{pbi} = .37$	.06	higher/not indicated
teacher	P	$r_{pbi} = .43$	.03	higher/not indicated
assistant principal	P	$r_{pbi} = .45$	.03	higher/not indicated

*P indicates responses by psychologists; C, responses by counselors.

Unique Strategies Indicated. Older counselors and those high in pragmatic endorsement were more likely than were others to state that there were unique strategies for working with Black students ($r_{pbi} = -.11$. $p < .08$ and $r_{pbi} = -.13$, $p < .05$, respectively). Counselors who indicated that there were unique strategies were likely to report that the attendance officer, nurse, and counselor or school psychologist knew what their job entailed ($r_{pbi} = -.22$, $p < .003$; $r_{pbi} = -.11$, $p < .08$; and $r_{pbi} = -.26$, $p < .001$, respectively). School psychologists who rated high in pragmatic endorsement indicated there were unique strategies ($r_{pbi} = -.26$, $p < .06$).

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Psychologists who perceived the social worker and assistant principal as knowing what their job entailed did not indicate that there were unique strategies for working with Black students (r_{pbi} = .24, p <.08 and r_{pbi} = .24, p <.08, respectively).

Personality Support. Counselors who were older and rated high in social environment mindedness reported that they considered personality support to be a unique strategy (r_{pbi} = -.16, p <.07 and r_{pbi} = -.14, p <.09, respectively). This strategy was not mentioned by counselors who perceived teachers and the assistant principal as knowing what their jobs entailed (r_{pbi} = .17, p <.05 and r_{pbi} = .24, p. <.02, respectively). School psychologists who considered the provision of personality support as a strategy of unique value were older (r_{pbi} = -.34, p <.08), indicated that they were knowledgeable of job expectations (r_{pbi} = -.30, p <.10), and were able to make changes in their jobs (r_{pbi} = -.31, p <.10). School psychologists who viewed personality support as a unique strategy tended to believe that the nurse, principal, and assistant principal knew what the job of school psychologists entailed (r_{pbi} = -.44, p <.04, r_{pbi} = -.41, p <.04, and r_{pbi} = -.42, p <.04, respectively).

Life Space Exploration. Counselors who were able to make job changes were less likely than were others to report life space exploration as a unique strategy (r_{pbi} = .17, p <.06). Counselors rating high in pragmatic endorsement and who believed that the assistant principal knew the counselor's job well, listed life-space exploration as a unique strategy (r_{pbi} = -.16, p <.07 for both).

School psychologists who believed students knew what their jobs entailed and who experienced problems with sharing an office did not indicate

life space exploration as a unique strategy (r_{pbi} = .43, p <.04, and Fisher's exact test, p = <.05, respectively). School psychologists whose graduate major was educational psychology were more likely than were others to list life-space exploration as a unique strategy (χ^2 = 8.33, p <.08).

Ethnic Identification. The counselors who stated that they were able to define their own area of job responsibility tended to report ethnic identification as a unique strategy (r_{pbi} = -.15, p <.08). School psychologists who were high in psychodynamic mindedness did not indicate that this strategy was unique (r_{pbi} = .32, p <.10). Ethnic identification was not listed as a unique strategy among those school psychologists who perceived the principal, assistant principal, other counselors or psychologists and teachers as knowing well what their job entailed (r_{pbi} = <.47, p <.02; r_{pbi} = .45, p <.03; r_{pbi} = .37, p <.06; and r_{pbi} = .43, p <.03, respectively).

4. Lastly, the seven task groupings uncovered by factor analysis of the tasks performed by counselors and psychologists were correlated with the sample characteristics. Of 334 correlations actually computed (the total number of possible computations was 336 but two were not able to be calculated), there were 125 significant associations found (See Tables 22-28). The relationships found are summarized below.

Task Factor 1 - Student Development Services (See Table 22)

Counselors who performed the tasks associated with student development services tended to be older (r = .11, p <.07); believed there had been important changes in policy (r_{pbi} = -.17, p <.01); believed changes made were for the better (χ^2 = 5.36, p <.07); believed they were able to make changes in the job (r = .18, p <.01); and believed that the attendance

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officer, students, social worker, nurse, parents, and teachers knew what the counselor's job entailed ($r = .14$, $p < .03$; $r = .10$, $p < .07$; $r = .20$, $p < .004$; $r = .17$, $p < .02$; $r = .32$, $p < .001$; and $r = .29$, $p < .001$, respectively). Counselors who did not know well what was expected of them did not participate as often in student development services as did others ($r = -.12$, $p < .06$). Psychologists who performed student development services did not have an office ($r_{pbi} = .39$, $p < .01$), believed they were able to make changes in the job ($r = .50$, $p < .001$), and believed that students and the nurse knew what the psychologist's job entailed ($r = .38$, $p < .001$, and $r = .24$, $p < .09$, respectively).

Table 22

VARIABLES RELATED TO THE PERFORMANCE OF TASK FACTOR I (STUDENT DEVELOPMENT SERVICES)

Variable	Group*	Measure of Association	Significance Level	Direction/Interpretation of Relationship
Age	C	$r = .11$	.07	positive
Have office	P	$r_{pbi} = .39$	.01	no/high
How well knew what was expected	C	$r = -.12$	.06	negative
Important changes in policies	C	$r_{pbi} = -.17$	.01	yes/high
More changes for better	C	$\chi^2 = 5.36$	.07	no/high
Extent able to make changes	P	$r = .50$	.001	positive
Extent able to make changes	C	$r = .18$	.01	positive
How well _____ knows what job entails				
attendance officer	C	$r = .14$	.03	positive
students	P	$r = .38$	.01	positive
students	C	$r = .10$	.07	positive
social worker	C	$r = .20$	.004	positive
nurse	P	$r = .24$	.09	positive
nurse	C	$r = .17$	.02	positive
parents	C	$r = .32$	.001	positive
teachers	C	$r = .29$	.001	positive

*P indicates responses by psychologists; C, responses by counselors.

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Task Factor II - Psychological Assessment Orientation (See Table 23)

Counselors who were more likely to perform the tasks of psychological assessment orientation were more likely to be female (r_{pbi} = .10, p <.09); did not have an office (r_{pbi} = .22, p <.002); were able to define their job responsibilities (r = .14, p <.04); were able to make changes in the job (r = .28, p <.001); were psychodynamic minded in client orientation (r = .15, p <.03); rated high on Black identity reinforcement (r = .13, p <.04); and perceived that students (r = .19, p <.01), the social worker (r = .14, p <.04), the nurse (r = .13, p <.05), parents (r = .20, p <.01), the principal (r = .11, p <.07), teachers (r = .19, p <.01) and the assistant principal (r = 11, p <.08) knew well what the job of the counselor entailed. Counselors low in psychological assessment orientation were also low in pragmatic endorsement (r = - .12, p <.05). Psychologists who rated high in psychological assessment orientation were younger (r = -.41, p <.01), stated that there had been important changes in policies (r = -.27, p <.06) and perceived that students (r = .28, p <.06) and parents (r = .26, p <.07) knew what the psychologist's job entailed. Psychologists who did not perform the tasks associated with psychological assessment orientation did not seem to know what was expected of them (r = -.22, p <.10).

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Table 23

VARIABLES RELATED TO THE PERFORMANCE OF TASK FACTOR II (PSYCHOLOGICAL ASSESSMENT ORIENTATION)

Variable	Group*	Measure of Association	Significance Level	Direction/Interpretation of Relationship
Age	P	r = -.41	.01	negative
Sex	C	r_{pbs} = .10	.09	female/high
Have office	C	r_{pb} = .22	.002	no/high
Share office	P	r_{pb} = .31	.04	no/high
How well knew what was expected	C	r_{pb} = -.17	.02	yes/high
How well know what was expected	P	r = -.22	.10	negative
Important changes in policies	C	r = -.22	.002	negative
Important changes in policies	P	r = -.27	.06	yes/high
Extent able to define responsibility	C	r = .14	.04	positive
Extent able to make changes	C	r = .28	.001	positive
Psychodynamic awareness	C	r = .15	.03	positive
Black identity reinforcement	C	r = .13	.04	positive
Pragmatic Endorsement	C	r = .12	.05	negative
How well _____ know(s) what job entails				
student	P	r = .28	.06	positive
social worker	C	r = .19	.01	positive
nurse	C	r = .14	.04	positive
parents	C	r = .13	.05	positive
parents	P	r = .26	.07	positive
principal	C	r = .20	.01	positive
teachers	C	r = .11	.07	positive
assistant principal	C	r = .19	.01	positive
	C	r = .11	.08	positive

*P indicates responses by psychologists; C, responses by counselors.

Task Factor III - Psychoeducational Services (See Table 24)

Counselors who performed tasks associated with psychoeducational services were older ($r = .12$, $p < .05$); were more likely to have majored in guidance or psychology ($\chi^2 = 6.33$, $p < .04$); were able to define their job responsibilities ($r = 14$, $p < .03$); were able to make changes in the job ($r = .12$, $p < .06$); and believed that the attendance officer ($r = .19$, $p < .01$), students ($r = .11$, $p < .03$), teachers ($r = .14$, $p < .03$) and the assistant principal ($r = .13$, $p < .05$) knew what the job of the counselor

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entailed. Counselors who were not as often engaged in the tasks associated with psychoeducational services were undecided on whether changes experienced in the job were for the better ($\chi^2 = 32.30$, $p < .01$), and rated high on Black identity reinforcement ($r = -.14$, $p < .03$).

Psychologists who performed tasks identified by psychoeducational services were older ($r = .43$, $p < .01$), did not share an office ($r = .23$, $p < .10$), knew well what was expected of them ($r = .39$, $p < .01$), were able to make changes in the job ($r = .57$, $p < .001$), and believed that students ($r = .26$, $p < .07$) and the nurse ($r = .27$, $p < .07$) knew what their job entailed. Psychologists who rated lower in the performance of psychoeducational services did not perceive the teachers as knowing the psychologist's job well ($r = -.36$, $p < .02$).

Table 24

VARIABLES RELATED TO THE PERFORMANCE OF TASK FACTOR III (PSYCHOEDUCATIONAL SERVICES)

Variable	Group*	Measure of Association	Significance Level	Direction/Interpretation of Relationship
Age	P	$r = .43$	.01	positive
Age	C	$r_p = .12$	.05	positive
Graduate major	C	$X^2 = 6.33$	.04	major/high Guidance/Psyc.
Share office	P	$r = .23$	.10	no/high
How well knew what was expected	P	$r_p = .39$	.01	positive
Were changes for the better	C	$X^2 = 32.30$	.01	undecided/low
Extent able to define responsibility	C	$r = .14$	.03	positive
Extend able to make changes	P	$r = .57$	.001	positive
Extent able to make changes	C	$r = .12$	.06	positive
Black identity reinforcement	C	$r = -.14$	.03	negative
How well _____ knows what job entails			.07	
attendance officer	C	$r = .19$	.01	positive
students	P	$r = .26$	.07	positive
students	C	$r = .14$	.03	positive
nurse	P	$r = .27$	.07	positive
parents	C	$r = .24$	.001	positive
teachers	P	$r = -.36$	.02	positive
teachers	C	$r = .14$	.03	positive
assistant principal	C	$r = .13$	.05	positive

*P indicates responses by psychologists; C, responses by counselors.

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Task Factor IV - Formulation and Clarification of Guidance Program to Staff and Community (See Table 25)

Counselors who were involved in formulating and clarifying guidance programs to the staff and community were older ($r = .13$ $p < .04$); were female ($r_{pbi} = .14$, $p < .04$); majored in guidance at the graduate level ($\chi^2 = 4.97$, $p < .08$); had experienced no problems in sharing an office ($r_{pbi} = .18$, $p < .08$); reported there had been important changes in policies ($r_{pbi} = -.15$, $p < .03$); were able to define the extent of their job responsibilities ($r = .14$, $p < .04$); were able to make changes in the job ($r = .25$, $p < .001$); believed superiors understood their problems ($r = .24$, $p < .001$); rated high on Black identity reinforcement ($r = .11$, $p < .05$); and perceived the social worker ($r = .14$, $p < .04$), parents ($r = .15$, $p < .02$), the principal ($r = .17$, $p < .02$), and teachers ($r = .15$, $p < .03$) as knowing what their job entailed. Counselors who did not perform the tasks involved in formulating and clarifying guidance programs were undecided on whether job changes made had been for the better ($\chi^2 = 5.43$, $p < .06$), and rated high on pragmatic endorsement ($r = -.13$, $p < .04$).

Psychologists who were more likely to be involved in performing the tasks related to formulating and clarifying guidance programs were older ($r = .29$, $p < .05$); did not share an office ($r_{pbi} = .26$, $p < .07$); were able to define the responsibilities of their job ($r = .25$, $p < .07$); were able to make changes in the job ($r = .53$, $p < .001$); and perceived students ($r = .36$, $p < .02$), the nurse ($r = .25$, $p < .02$), and parents ($r = .24$, $p < .08$) as knowing what the job of the psychologist entailed. Psychologists indicating low performance of these tasks felt changes made in the job had been for the better ($\chi^2 = 6.36$, $p < .04$); that

superiors understood their problems ($r = -.24$, $p < .08$); and rated high in psychodynamic mindedness ($r = -.22$, $p < .10$).

Table 25

VARIABLES RELATED TO THE PERFORMANCE OF TASK FACTOR IV (FORMULATION AND CLARIFICATION OF GUIDANCE PROGRAM TO STAFF AND COMMUNITY)

Variable	Group*	Measure of Association	Significance Level	Direction/Interpretation of Relationship
Age	P	$r = .29$	.05	positive
Age	C	$r = .13$	.04	positive
Sex	C	$r_{pb} = .14$	.04	female high
Graduate major	C	$x^2 = 4.97$	.08	Guidance major/high
Problems in sharing Office	P	$r_{pb} = .26$	.07	no/high
Problems in sharing office	C	$r_{pb} = .18$	.08	no/high
Important changes in policies	C	$r_{pb} = -.15$	.03	yes/high
Were changes for the better	P	$x^2 = 6.36$	.04	yes/low
Were changes for the better	C	$x^2 = 5.43$	.06	undecided/low
Extent able to define responsibility	P	$r = .25$	.07	positive +
Extent able to define responsibility	C	$r = .14$	.04	positive +
Extent able to make changes	P	$r = .53$	.001	positive +
Extent able to make changes	C	$r = .25$	.001	positive +
Extent superiors understand problems	P	$r = -.24$	.08	negative -
Extent superiors understand problems	C	$r = .24$	.001	positive +
Psychodynamic-mindedness	P	$r = -.22$	.10	negative -
Black identity reinforcement	C	$r = .11$	.05	positive +
Pragmatic Endorsement	C	$r = -.13$	.04	negative -
How well _____ Know(s) what job entails				
students	P	$r = .36$	.02	positive +
social worker	C	$r = .14$	.04	positive +
nurse	P	$r = .25$	.02	positive +
parents	P	$r = .24$	.08	positive +
parents	C	$r = .15$	.02	positive +
principal	C	$r = .17$	.02	positive +
teachers	C	$r = .15$	.03	positive +

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Task Factor V - Support Services to Guidance Program (See Table 26)

Counselors who were more involved in providing support services to guidance programs were older ($r = .13$, $p < .04$); majored in guidance at the graduate level ($\chi^2 = 5.71$, $p < .06$); did not have an office ($r_{pbi} = .13$, $p < .04$); knew what was expected of them ($4 = .12$, $p < .06$); and perceived that the nurse, parents, other counselors and psychologists, teachers, and the assistant principal knew what the job of the counselor entailed ($r = .16$, $p < .02$; $r = .22$, $p < .002$; $r = .18$ $p < .01$; $r = .13$, $p < .05$; and $r = .19$, $p < .01$, respectively). Psychologists who were involved in providing support services to guidance programs were more likely to be female ($r_{pbi} = .38$, $p < .01$); did not have an office ($r_{pbi} = .29$, $p < .04$); did not have problems in sharing an office ($r = .42$, $p < .04$); were well able to define the responsibilities of their job ($r = .26$, $p < .07$) and to make changes in their jobs ($r = .51$, $p < .001$); and perceived the attendance officer, students, and the assistant principal as knowing what the job of the school psychologist entailed ($r = .47$, $p < .004$; $r = .47$, $p < .01$; and $r = .24$, $p < .08$, respectively).

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Table 26

VARIABLES RELATED TO THE PERFORMANCE OF TASK FACTOR V (SUPPORT SERVICES TO GUIDANCE PROGRAM)

Variable	Group*	Measure of Association	Significance Level	Direction/interpretation of relationship
Age	C	r = .13	.04	positive
Sex	P	r_{pbi} = .38	.01	female/high
Graduate major	C	χ^2 = 5.71	.06	Guidance/high
Have office	P	r_{pbi} = .29	.04	no/high
Have office	C	r_{pbi} = .13	.04	no/high
Problems sharing office	P	r_{pbi} = .42	.04	no/high
How well knew what was expected	C	r = .12	.06	positive
Extent able to define responsibility	P	r = .26	.07	positive
Extent able to make changes	P	r = .51	.001	positive
How well _____ know(s) what job entails				
attendance officer	P	r = .47	.004	positive
students	P	r = .47	.01	positive
nurse	C	r = .16	.02	positive
parents	C	r = .22	.002	positive
counselor psychologists	C	r = .18	.01	positive
teachers	C	r = .13	.05	positive
assistant principal	P	r = .24	.08	positive
assistant principal	C	r = .19	.01	positive

*P indicates responses by psychologists; C, responses by counselors.

Factor VI - Counseling Services to Parents (See Table 27)

Counselors who were more likely to be involved in performing the tasks associated with the provision of counseling services to parents were female (r_{pbi} = .20, p <.004); knew well what was expected of them (r = .11, p <.07); were well able to define the responsibilities of their job (r = .16, p <.02); were able to make changes in their jobs (r = .24, p <.001); perceived that superiors understood the problems of the counselor's job (r = .13, p <.04); rated high in psychodynamic mindedness (r = .17, p <.01); and perceived that the attendance officer, the nurse, teachers, and the assistant principal knew what the counselor's job entailed (r = .17, p <.02; r = .15, p <.03; r = .12, p <.05; and r = .10, p <.10, respectively). Psychologists who were more likely to be involved in performing the tasks associated with

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the provision of counseling services to parents were older ($r = .25$, $p < .08$); were able to make changes in their jobs ($r = .63$, $p < .001$); and perceived that the attendance officer, students, the social worker, the nurse, parents, teachers, and the assistant principal knew the job of the psychologist well ($r = -.24$, $p < .09$; $r = .44$, $p < .004$; $r = .26$, $p < .06$; $r = .46$, $p < .003$; $r = .27$, $p < .05$; $r = .22$, $p < .03$; and $r = .35$, $p < .02$, respectively).

Table 27

VARIABLES RELATED TO THE PERFORMANCE OF TASK FACTOR VI (COUNSELING SERVICES TO PARENTS)

Variable	Group*	Measure of Association	Significance Level	Direction/interpretation of Relationship
Age	P	r = .25	.08	positive +
Sex	C	r = .20	.004	female/high
How well knew what was expected	C	r = .11	.07	positive +
Extent able to define responsibility	C	r = .16	.02	positive +
	P	r = .63	.001	positive +
Extent able to make changes	C	r = .24	.001	positive +
Extent superiors understand problems	C	r = .13	.04	positive +
Psychodynamic-mindedness	C	r = .17	.01	positive +
Pragmatic endorsement	C	r = -.12	.06	negative -
How well _____ know(s) what job				
attendance officer	P	r = .24	.09	positive +
attentance officer	C	r = .17	.02	positive +
students	P	r = .44	.004	positive +
social worker	P	r = .26	.06	positive +
nurse	P	r = .46	.003	positive +
nurse	C	r = .15	.03	positive +
parents	P	r = .27	.05	positive +
teachers	P	r = .22	.03	positive +
teachers	C	r = .12	.05	positive +
assistant principal	P	r = .35	.02	positive +
assistant principal	C	r = .10	.10	positive +

*P indicates responses by psychologists; C, responses by counselors.

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Task Factor VII - Administrative Support (See Table 28)

Counselors who participated more in tasks associated with providing administrative support were male (r_{pbi} = -.23, p <.001); did not major in guidance, counseling, or psychology at the graduate level (χ^2 = 4.78 p <.09); and perceived that the assistant principal knew what the job of the counselor entailed (r = .10, p <.09). They were not able to define the responsibilities of their job (r = -.10, p <.10), and perceived that students did not know what the job of the counselor entailed (r = -.13, p <.05).

Psychologists who were more likely to provide administrative support were older (r = .30, p <.04); majored at the graduate level in psychology, counseling, or guidance (χ^2 = 5.23, p <.07); believed that important changes in policy had been made (r = -.34, p <.03) and that such changes were for the better (χ^2 = 6.27, p <.04); that they were able to make changes in the job (r = -.30, p <.04); and that their superiors did not understand their problems (r = -.30, p <.04).

Table 28

VARIABLES RELATED TO THE PERFORMANCE OF TASK FACTOR VII (ADMINISTRATIVE SUPPORT)

Variable	Group*	Measure of Association	Significance Level	Direction/Interpretation of Relationship
Age	P	r = .30	.04	positive
Sex	C	r_{pbi} = -.23	.001	male/high
Graduate major	P	χ^2 = 5.23	.07	Psyc./Counseling/Guidance/high
Graduate major	C	χ^2 = 4.78	.09	
Share office	P	r_{pbi} = .30	.04	no/high
Important changes in policies	P	r = -.34	.03	yes/high
More changes for better	P	χ^2 = 6.27	.04	yes/low
Extent able to define responsibility	C	r = -.10	.10	negative
Extent able to make changes	P	r = -.30	.04	positive
Extent superiors understand problems	P	r = -.30	.04	negative
How well _____ know(s) what job entails				
students	C	r = -.13	.05	negative
assistant principal	C	r = .10	.09	positive

*P indicates responses by psychologists; C, responses by counselors.

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CHAPTER V - DISCUSSION

Overview

In this chapter a general discussion of the results will be presented followed by conclusions, a statement of policy implications and suggested future research.

A. Discussion

Similar to the findings of the IUAR study with social workers (Gary, West & Kumi, 1976), the findings of this study indicate that the school counselors and psychologists were as a group predominantly female and middle-aged. Counselors were more likely to be in the middle-aged range in comparison to the psychologists who were fairly evenly distributed over the age range. Salaries for both groups were above the national median of $14,867 (U.S. Department of Commerce, Bureau of the Census, 1979) with nearly 70 percent of the counselors and psychologists making over $19,000 a year when the survey was conducted in 1975.

As in the social work study, both groups were well-educated with most having a master's degree in job related areas such as guidance and counseling or the behavioral sciences. Of the thirty-six psychologists interviewed, four (11%) stated they had a doctorate degree. Two of the one hundred seventy-seven counselors held doctorate degrees. Psychologists seemed to be a more homogeneous group, decided upon their chosen line of work earlier and, perhaps, made more definitive school mental health career plans than did counselors suggested by the findings that more psychologists than counselors chose undergraduate and graduate majors

that were closely related to their subsequent line of work, and more psychologists (52.8%) stated that education had been the major means by which they entered their job compared to 26.5 percent of the counselors who gave this response. In addition, forty (22.6%) of the counselors obtained their jobs through promotion, compared to one (2.8%) of the psychologists who did so. Since undergraduate majors were more diverse for counselors, the impetus or motivation for selecting counseling as a career seems to have come at a later time for them. The reasons Black school mental health practitioners choose their particular occupations might affect their orientation to students or help-giving. For example, if counselors become counselors after a stint of time as a classroom teacher, they may be more practical in approach or more sensitive to student problems than are psychologists or other school mental health professionals who may not, as a group, have such prior experiences.

The tasks in which psychologists and counselors were involved paralleled those described in the review of the literature (Trotzer & Kassera, 1971; Roemmich, 1967; Cornell, 1942; Maser, 1971). This similarity applied also to tasks they performed but believed to be inappropriate to their job. It should be noted that the participants in this study were not asked to estimate the percentage of total work time they devoted to specific tasks. Rather, they indicated how frequently or infrequently they were involved in thirty-seven tasks presented to them. Using a response rate of fifty percent as the cut off point indicating much or little involvement in the activity, it was found that at least half of the counselors stated that they were frequently involved in thirteen tasks and at least half of the psychologists indicated they were frequently

involved in twelve tasks. Of the thirteen tasks for counselors, six required direct student contact. In decreasing order of stated involvement these tasks were as follows: individual counseling, working with new students, academic counseling, identifying students with special needs, individual psychological testing, and student vocational educational counseling. Of the twelve tasks in which psychologists were frequently involved, five required direct student contact--individual psychological testing, identifying students with special needs, group testing, doing case studies, and individual counseling, respectively. Furthermore, most of the other tasks cited by counselors and psychologists involved activities pertaining directly to the student, for example, consulting with parents, writing diagnostic reports and so forth.

For both counselors and psychologists the most often cited inappropriate task was doing clerical work, an expected and typical complaint. It is interesting to note that counselors identified far more tasks performed by them that should be done by others than did psychologists. In fact, close to a third (29%) of the psychologists indicated that no work tasks they performed should be done by others, compared to twelve percent of the counselors who gave this response. Many hypotheses concerning the role of these practitioners who view no performed tasks as ones that should be done by others are suggested by this finding. For example, their job tasks may be more adhered to by themselves or more stringently adhered to by others (in terms of referrals, assignments, or requests made); the administrative or other staff support of them may be more substantial; their workload may be less or different; or they may view their job as having more diverse responsibilities. Further investigation of this

finding might reveal information by which to understand job perception and job performance.

A factor analysis conducted on the tasks performed identified seven task factors. They were as follows: (1) student development services, (2) psychological assessment orientation, (3) psychoeducational services, (4) planning and development of guidance programs (5) support services to guidance programs, (6) counseling services to parents, and (7) administrative support. Counselors performed the tasks of providing psychoeducational services, planning and developing guidance programs, and providing support services to guidance programs more than psychologists did. Psychologists performed tasks related to psychological assessment orientation at a higher rate than did counselors.

All of these reflect the usual kinds of tasks one might expect to be performed by school counselors and psychologists, and in fact, these practitioners appear to be engaged in tasks similar to those identified in the literature (Trotzer & Kassera, 1971 and Maser, 1971 on tasks performed by counselors and Shaw, 1967. Keenan, 1964, and Cornell, 1942 on tasks performed by school psychologists). The actual amount of time expended on those tasks by the practitioners in this sample was not determined, but it is reasonable to expect that the most frequently performed tasks consumed a significant portion of the practitioner's time.

It was found that these practitioners used conventional techniques in working with their clients. The most frequently used of these techniques were individual counseling, group counseling, peer counseling, behavior

modification, consulting with others and an interdisciplinary team approach--again reflecting findings in the literature (especially Harper & Stone, 1974 and Jones & Jones, 1972).

Counselors and psychologists were similar in the problems they most often encountered in working with students. These problems included poor academic achievement, a poor home environment, a lack of motivation, and a poor self-concept. Truancy was also listed by the counselors--a hint that they may at times see a slightly different kind of student problem than psychologists do. These problems were also included among those considered to be the most serious. Techniques for dealing with these problems and the special problems such as hyperactivity, fighting, and drug abuse seemed to be the traditional ones, that is individual counseling, testing and referral.

Many of these practitioners apparently concur with the opinion of the social workers of Study I and other social scientists cited in the literature (for example, Jones & Jones, 1972; Hayes & Banks, 1972; Harper & Stone, 1974), that different strategies and techniques should be used in working with Black clients. Half of the practitioners in this study indicated that there are unique strategies for working with Black students. The ones most often mentioned were life-space exploration, ethnic identification, and personality support. Yet the majority of these practitioners did not list these strategies as frequently used or the most effective even when the inquiry specified special problems of Black students.

Rather, individual counseling was often cited as the treatment of choice. It could be that these individual practitioners have developed their own eclectic approach to Black students that is implemented through

individual counseling. In individual counseling, the practitioner may be using a variety of approaches of which personality support and ethnic identification, for example, may be two. Knowing the label by which the practitioner calls what she/he does not seem to be very informative or descriptive of what may actually occur during counseling sessions.

There appeared to be few problems that the counselors and psychologists had concerning organizational factors. Most knew their job expectations. Of those who had experienced changes in job-related activities or policies, most believed that the changes had been for the better. They complained that doing clerical work, a lack of resources, heavy caseloads, a lack of time, and performing disciplinary functions were among the more serious problems interfering with their work. But despite the problems, the majority of them believed that they could handle their caseloads unassisted.

Two theoretical frames of reference were investigated--client orientation and Black value orientation. Each of these orientation stances was found to be expressed at two levels. Psychodynamic mindedness and social environment mindedness were the two factors of the client orientation measure and Black identity and pragmatic endorsement were the two factors of the Black value orientation scale.

Client orientation describes the guiding etiological perspective that practitioners employ when working with students. The items of the psychodynamic mindedness factor focused on the internal characteristics of the individual as being the underlying cause or responsible agent for understanding the motivation and behavior of the client. Social environment mindedness focused on circumstances and events external to the individual

as being the cause of his/her motivation and behavior. With Black practitioners, one might expect social environment mindedness to be the frame of reference that would be widely adopted. In this study as in Study I, however, psychodynamic mindedness accounted for most of the variance of client orientation--nearly eighty-eight percent for counselors and psychologists. Perhaps, the adoption or declaration of social environment mindedness as a client approach, as exemplified by the items loading under this factor, might be viewed as being too impractical and unproductive in problem-solving situations. Practitioners have to work with the student. The likelihood for increasing the effectiveness and extent of impact of their intervention may be heightened by focusing on the individual student and concomitantly individual contributions to the presenting problem. Maintaining a larger "world view" of their clients' problems may be a professional hindrance. Trying to make changes in the larger society may be self-defeating and too big a goal. Interestingly, counselors were higher on psychodynamic mindedness than were psychologists. An analysis of how, or if, these perspectives are acquired, for example, through training or experience, and translated into counseling for the student is needed.

The Black Orientation Scale measured the degree to which the respondent agreed with items that reflected an awareness of and sensitivity to Black culture and experiences. Black identity, one of the two factors of the scale, accounted for 40.8 percent of the variance. It seemed to measure an active expression of Black identity and culture expressed by items such as, "Black music and drama should be used more in the public

schools and "It is sometimes necessary to confront school personnel on behalf of Black children." Psychologists were higher on Black identity than were counselors. The pragmatic endorsement factor revealed a tendency to view events from a practical standpoint unencumbered by affectional. emotional ties. There was a secondary emphasis placed on the Black aspect of an item. Item samples of the pragmatic endorsement factor are "In public schools there is too much emphasis on Blackness and not enough on basics," "I'd rather be thought of as a school counselor/psychologist first and a Black person second," and "The singing of the Star Spangled Banner does not inspire me." Counselors rated higher on pragmatic endorsement than did psychologists.

In the spirit of an exploratory study, numerous measures of association were computed. Twenty-five sample characteristics were correlated with four variables: techniques used most frequently (7 of which were analyzed), techniques that were judged to be most effective (7 of which were analyzed), the existence of unique strategies for working with Black students and the identification of such (3 of which were analyzed), and the task factors performed (of which there were 7). Using the .10 level of significance, a combined total of 229 significant correlations were found out of a possible 1,154. Some are probably spurious, but many are probably true indicators of valid relationships--particularly in the area of tasks performed. There were more significant correlations found between the sample characteristics and task factors performed, 125, than for the other three areas measured. The perception of how well specific others knew the job of the practitioner correlated ninety-one times with the four general areas accounting for nearly forty percent of the total significant associations found. Age, client orientation and Black value orientation

accounted for forty-three (or about 20%) of the other significant associations. Of the twenty-five sample characteristics used, these four--perception of job knowledge by others, age, client orientation, and Black value orientation--accounted for nearly sixty percent of the associations found. Generally, perception of the job by others seemed to affect all of the four areas measured. Age seemed to be associated most heavily with task factors performed and techniques used most frequently. Client orientation was most often associated with techniques judged most effective and used most frequently. Black value orientation was most often correlated with task factors performed by counselors. Black value orientation did not seem to affect reported behavior of the psychologists (only two significant correlations were found).

B. Conclusions

The following conclusions can be drawn from the study:

1. Black school counselors and psychologists are quite similar to descriptions noted in the literature which portray counselors and psychologists in terms of tasks performed and techniques used. However, the generality and ambiguity of terminology regarding techniques employed may be confounding issues.

2. Black school counselors and psychologists are equally divided in their belief that there are unique strategies for working with Black students.

3. The process by which school mental health practitioners enter their respective career fields may influence their theoretical and ideological orientation as well as the approaches they use.

4. Support and resources are needed to allow these workers additional time with students.

5. The perceptions of others affect the functioning of school mental health practitioners in all areas measured.

6. Organizational factors, theoretical orientation and Black value orientation did not appear to be strongly linked with practitioner functions as suggested in the literature.

C. Suggested Future Research

Research is needed to investigate further the trends and relationships that have been identified in this study. Observational studies of counseling sessions are clearly indicated. This type of study would enable one to go beyond the label given to treatment measures and determine the content and style of both individual and group counseling sessions. Once the question of differences in techniques or approaches is answered, studies designed to measure effectiveness from the views of client, therapist and significant others are in order.

Efforts should be directed toward differentiating the diverse roles played by each group of school mental health practitioner, that is, social worker, counselor and psychologist. How are they different? How are they alike? Do they by administrative design or circumstance see different types of students and student problems? If so, how does or should it affect their tasks, techniques and orientations? Moreover, the course of career development from selection to on-the-job functioning should be systematically studied particularly for Blacks.

The person environment of the therapist needs to be studied since the perception of others seemed to play a significant role in the job functioning of the subject group in this study. Are school mental health personnel particularly affected by the opinions, attitudes, support or cooperation of others in the treatment process?

Finally, Black value orientation warrants further study. Refinement

in methodology is suggested. The Black value orientation instrument developed for use in this study may have been unable to specify degrees of orientation at the level necessary for this type of study and this study group.

D. Policy Implications

The findings from this exploratory study have implications for policy-related matters. Chief among them is the clear need for support services within the schools. These practitioners have too many responsibilities that divert their attention from their clients--the students. Clerical aides are especially needed. In addition, school administrators may need to examine what student problems are assigned to particular professional groups. Counselors frequently appear to have to cope with a multiplicity of problems and duties.

Educational and training institutions need to review their curricula in terms of counseling techniques and approaches taught in reference to working with Black students. With half of the practitioners in this study believing that there are unique startegies in working with Black students, there must be institutional support for this notion. And that support should be in terms of advocacy for research in the area and for producing therapists who are aware of and competent to meet the requirements of providing services to Black students.

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Date_____

Time Began_____

Status of Interview

_____

Questionnaire

MENTAL HEALTH SERVICES TO CHILDREN

Mental Health Research and
Development Center
Institute for Urban Affairs
and Research
Howard University
Washington, D. C.

Questionnaire

MENTAL HEALTH SERVICES TO CHILDREN

Instructions: Here is a series of demographic questions related to your background. Please respond to the following items.

1. What is your job title?

   ____ a. Counselor
   ____ b. Psychologist

2. How many years have you been employed as a:

   Counselor:_____ Psychologist:_____

3. How many years have you been in your present position?_____

4. Which letter on this card best describes your age? (HAND RESPONDENT CARD 4)

   ____ a. Less than 24
   ____ b. 25 - 29
   ____ c. 30 - 34
   ____ d. 35 - 39
   ____ e. 40 - 44
   ____ f. 45 - 49
   ____ g. 50 - 54
   ____ h. 55 & over

5. Respondent's sex (TO BE FILLED IN BY INTERVIEWER)

   ____ Male ____ Female

6. Please indicate highest educational achievement. (HAND RESPONDENT CARD 6)

   ____ a. Bachelor's Degree
   ____ b. Bachelor's + 30
   ____ c. Master's Degree
   ____ d. Master's + 30
   ____ e. Master's + 60
   ____ f. Doctoral Degree (Ph.D., Ed.D.)
   ____ g. Other (Specify)_____

7. What was your undergraduate major?_____

   _____

8. a. What was your graduate major(s)?_____

   _____

   b. How did you become a counselor/psychologist?_____

   _____

9. (HAND RESPONDENT CARD 9.) Here is a card with income groups on it. Please tell me the letter in front of the group that best represents your current income in this position.

___ a. Less than $9,000
___ b. $ 9,000 - $11,999
___ c. $12,000 - $14,999
___ d. $15,000 - $17,999
___ e. $18,000 - $20,999
___ f. $21,000 or more

10. a. Do you have an office in which to work? ___ Yes ___ No

b. If yes, do you share this office with someone? ___ Yes ___ No

c. Has sharing an office caused any problems? ___ Yes ___ No

11. How many students are administratively assigned to you? _____

12. How many students do you serve per month? _____

13. Do you feel that you are able to handle the workload?

___ Yes ___ No

14. What percentage (%) of your student workload is Black? (HAND RESPONDENT CARD 14)

___ a. 10%
___ b. 20%
___ c. 30%
___ d. 40%
___ e. 50%
___ f. 60%
___ g. 70%
___ h. 80%
___ i. 90%
___ j. 100%

15. a. How many elementary schools do you serve? _____

b. How many junior high and/or middle schools do you serve?

_____

c. How many secondary schools do you serve? _____

_____

Current Work Situation and Attitudes

16. a. Have you attended any professional meetings this past year?

____ Yes ____ No

b. If yes, which ones did you attend? _____

_____

_____

_____

17. a. Are you a member of any professional organization(s)?

____ Yes ____ No

b. If yes, which ones? _____

_____

_____

_____

18. a. In your place of employment were there in-service training sessions this past year?

____ Yes ____ No

b. If yes, how many? _____

c. How many were you able to attend? _____

d. Did you feel that they were useful to you in your work?

____ Very Useful ____ Useful ____ Undecided

____ Not Too Useful ____ Not At All Useful

19. How many journal articles have you read in the past four (4) months?

_____

20. Below is a list of statements about psychology/ counseling. In light of your experience in the field, we are interested in your response. Please tell me the response that best describes how you feel.

(HAND RESPONDENT CARD 20)

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
a. The highest goal of school psychology/ counseling is to free the client from inner conflict.	5	4	3	2	1
b. Effective help to any client depends on understanding of unconscious motivations.	5	4	3	2	1
c. The reason that delinquency and family breakdown are getting worse is that the known treatment methods have never really been given a chance on a large scale.	5	4	3	2	1
d. Case-by-case treatment can never make inroads on society's basic problems.	5	4	3	2	1
e. Some workers should spend more time helping communities to accept the mentally ill rather than working with patients to adjust.	5	4	3	2	1
f. Environment is a stronger determinant of intelligence than heredity.	5	4	3	2	1
g. School counselors/psychologists should be more concerned with the impact of the environment on clients and less concerned with personality dynamics.	5	4	3	2	1
h. The opportunity structure in which people find themselves is the central condition determining their behavior.	5	4	3	2	1
i. The large social problems of today can best be understood when they are analyzed in terms of individual behavior dynamics.	5	4	3	2	1
j. School psychologists/counselors can change society only through the medium of the feelings of the individuals & groups who are the clients.	5	4	3	2	1
k. In combating juvenile delinquency, school counselors/psychologists should work more with the neighbors & schools than with the delinquent & his parents.	5	4	3	2	1
l. In times to come, as technology advances, the tendency to be unemployed may run in the genes of a family as certainly as bad teeth do now.	5	4	3	2	1

21. Here is a list of tasks conceivably performed by school helping professionals. In your position as a psychologist/counselor, please tell me how often you perform the task and how important the task is to your job.
(HAND RESPONDENT CARD 21)

	FREQUENCY					IMPORTANCE TO YOUR JOB				
	Nearly All The Time	Rather Often	Sometimes	Rarely	Never	Extremely Important	Quite Important	Rather Important	Not Too Important	Not At All Important
1) Individual counseling	5	4	3	2	1	5	4	3	2	1
2) Academic counseling	5	4	3	2	1	5	4	3	2	1
3) Group counseling	5	4	3	2	1	5	4	3	2	1
4) Counseling students re: vocational & educational plans	5	4	3	2	1	5	4	3	2	1
5) Consulting with parents	5	4	3	2	1	5	4	3	2	1
6) Consulting with teachers	5	4	3	2	1	5	4	3	2	1
7) Identifying students with special needs	5	4	3	2	1	5	4	3	2	1
8) Individual psychological testing	5	4	3	2	1	5	4	3	2	1
9) Group testing	5	4	3	2	1	5	4	3	2	1
10) Consulting with principals	5	4	3	2	1	5	4	3	2	1
11) Interpreting guidance programs to community	5	4	3	2	1	5	4	3	2	1
12) Interpreting guidance programs to school staff	5	4	3	2	1	5	4	3	2	1

21. Continued

	FREQUENCY					IMPORTANCE TO YOUR JOB				
	Nearly All The Time	Rather Often	Sometimes	Rarely	Never	Extremely Important	Quite Important	Rather Important	Not Too Important	Not At All Important
13) Developing guidance programs	5	4	3	2	1	5	4	3	2	1
14) Evaluating guidance programs	5	4	3	2	1	5	4	3	2	1
15) Planning remedial instructions	5	4	3	2	1	5	4	3	2	1
16) Home visiting	5	4	3	2	1	5	4	3	2	1
17) Contact with agencies	5	4	3	2	1	5	4	3	2	1
18) Job placement	5	4	3	2	1	5	4	3	2	1
19) Working with new students	5	4	3	2	1	5	4	3	2	1
20) Conducting surveys	5	4	3	2	1	5	4	3	2	1
21) Follow-up of former students	5	4	3	2	1	5	4	3	2	1
22) Teaching academic courses at your school	5	4	3	2	1	5	4	3	2	1
23) Scheduling students	5	4	3	2	1	5	4	3	2	1
24) Working on cumulative records & information files	5	4	3	2	1	5	4	3	2	1
25) Administrative duties	5	4	3	2	1	5	4	3	2	1
26) Mental health consultant to school(s)	5	4	3	2	1	5	4	3	2	1
27) Attending professional meetings	5	4	3	2	1	5	4	3	2	1
28) Planning PTA activities & programs	5	4	3	2	1	5	4	3	2	1

21. Continued

	FREQUENCY					IMPORTANCE TO YOUR JOB				
	Nearly All The Time	Rather Often	Sometimes	Rarely	Never	Extremely Important	Quite Important	Rather Important	Not Too Important	Not At All Important
29) Publication research	5	4	3	2	1	5	4	3	2	1
30) Writing diagnostic reports	5	4	3	2	1	5	4	3	2	1
31) Case studies	5	4	3	2	1	5	4	3	2	1
32) Supervising counselors/ psychologists	5	4	3	2	1	5	4	3	2	1
33) Designing behavioral interventions for behavior problems	5	4	3	2	1	5	4	3	2	1
34) Family counseling	5	4	3	2	1	5	4	3	2	1
35) Extra-curricular activities	5	4	3	2	1	5	4	3	2	1
36) Community service	5	4	3	2	1	5	4	3	2	1
37) Promoting career development	5	4	3	2	1	5	4	3	2	1
38) Other (Specify)	5	4	3	2	1	5	4	3	2	1

22. What tasks are performed by you that should be done by others? (PROBE)

_____

_____

_____

_____

Now we would like to know more about you and your working environment. Please tell me the response that best describes your situation.

	Completely	Considerable Extent	Somewhat	Very Little	Not At All
(HAND RESPONDENT CARD 23)					
23. To what extent have you been able to define your area of responsibility in this job?	5	4	3	2	1
24. To what extent have you been able to make major changes in your work activities?	5	4	3	2	1
25. How well do your superiors know and understand the problems that you and your colleagues face?	5	4	3	2	1

	Nearly All The Time	Rather Often	Sometimes	Rarely	Never
(HAND RESPONDENT CARD 26)					
26. When you and your colleagues make suggestions regarding your job, how often are they generally accepted?	5	4	3	2	1
27. In general, how often are you and your colleagues encouraged to make suggestions about your job?	5	4	3	2	1

28. In regard to the amount of supervision you receive in your job, do you feel that in general there is too much supervision, it could be improved, it is adequate, or it is inadequate?

____ Too much supervision
____ Could be improved
____ It is adequate
____ It is inadequate

The following questions are about your career and your caseload. Please respond.

29. Do you plan to continue to work as a counselor/psychologist?

____ Yes ____ No

30. Why do you say that? _____

_____

_____

31. How long do you think you will remain a psychologist/counselor?

_____

_____

32. Are you satisfied with your job?

____ Very satisfied ____ Satisfied ____ Undecided

____ Not too satisfied ____ Not at all satisfied

33. Please rank the following items according to the time spent in each area, if any. (1 represents the greatest amount of time, 11 represents the least amount of time. (HAND RESPONDENT CARD 3

a. ____ Psychological Assessment
b. ____ Career Development
c. ____ Academic Advising
d. ____ Job Placement
e. ____ Pre-College Counseling
f. ____ Counseling (Personal/Social)
g. ____ Case Studies
h. ____ Supervisory Duties
i. ____ Individual Staff Conferences
j. ____ Consultations
k. ____ Other (Specify):_____

34. How well did you know what was expected of you when you first came into this job -- very well, fairly well, not very well, or not at all well?

35. Please list five major problems that interfere with your work. (PROBE)

36. Of these problems, which two are the most serious? (PROBE)

37. Have there been any important changes in the policies and activities of your job since you first started working in your present position?

____ Yes ____ No

38. What changes have occurred in your job and how did they come about? (PROBE)

39. Were these changes for the better? (PROBE)

40. In your opinion, what changes would improve your job? (PROBE)

Interviews with other Black school personnel have revealed a number of problems encountered in working with Black students. We are interested in the problems you have experienced and your approach to solving them. Please respond to the following questions.

41. What are the five (5) major student problems you encounter in your work as a psychologist/counselor?

_____

_____

_____

_____

_____

42. In your opinion, which two (2) are the most serious?

_____

_____

_____

43. a. Have you ever worked with a hyperactive child?

____ Yes ____ No

b. If yes, how do you work with the hyperactive child? (PROBE)

_____

_____

_____

44. a. Have you ever worked with students who use drugs?

____ Yes ____ No

b. If yes, how do you work with students who use drugs? (PROBE)

_____

_____

_____

45. a. Have you ever worked with students who constantly fight and disrupt? (PROBE)

____ Yes ____ No

b. If yes, how do you work with these students? _____

_____

_____

46. a. Have you ever worked with a student who has been inappropriately labeled?

____ Yes ____ No

b. If yes, how do you work with the problem of inappropriate labeling of students?

_____

_____

_____

47. How have you handled the problem of misuse of students' records? (PROBE)

_____

_____

_____

_____

_____

48. How do you think the following people feel about your job? (HAND RESPONDENT CARD 48)

Please indicate your responses to these questions:

i. How well do you think (PERSON BELOW, E.G., ATTENDANCE OFFICER) knows what your job really entails -- would you say, extremely well, quite well, rather well, not too well, or not at all well?

ii. How important do you think (PERSON BELOW) thinks your job is -- extremely important, quite important, rather important, not too important, or not at all important?

iii. How favorable do you think (PERSON BELOW) views your job -- extremely favorable, quite favorable, rather favorable, not too favorable, or not at all favorable?

	i. How well?					ii. How important?					iii. How favorable?				
	Extremely Well	Quite Well	Rather Well	Not Too Well	Not At All Well	Extremely Important	Quite Important	Rather Important	Not Too Important	Not At All Important	Extremely Favorable	Quite Favorable	Rather Favorable	Not Too Favorable	Not At All Favorable
Attendance officer	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
Student	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
Social worker	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
Nurse	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
Parent	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
Principal	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
Counselor/ Psychologist	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
Teacher	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
Assistant Principal	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1

49. It is important that you share with us some of the knowledge and skills you have acquired in working with Black students. Here is a list of techniques which may be employed in your work. (HAND RESPONDENT CARD 49.) Please respond to the following questions.

TECHNIQUES

1) Therapeutic tutoring
2) Confrontation
3) Computer counseling
4) Modeling
5) Behavior modification
6) Art therapy
7) Multiple family therapy
8) Psychodrama
9) Sensitivity sessions
10) Workshops
11) Individual counseling
12) Group counseling
13) Peer counseling
14) Assertive counseling
15) Role playing
16) Transactional analysis
17) Consultation with caretakers (significant others)
18) Interdisciplinary team approach
19) Life-space interviewing
20) Other (Specify)_____

a) Of these techniques, name the five you find most effective:

_____

_____

_____

_____

_____

b) Name the techniques you use most frequently:

_____

_____

_____

_____

c) Are there unique strategies in working with Black students?

____ Yes (IF YES, ASK 49d) ____ No

d) If Yes, what are these strategies? (PROBE)

_____

_____

_____

_____

50. How do you identify a Black student who has a poor self-concept? (PROBE)

_____

_____

_____

_____

_____

51. How do you work with a Black student who has a poor self-concept? (PROBE)

_____

_____

_____

_____

_____

_____

52. Now I am going to read some statements which are of concern to Black school counselors/ psychologists in working with Black students. Please tell me the response category that best indicates how you feel about each of the following statements.

(HAND RESPONDENT CARD 52)

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1) In school, Black children should be helped to remember that they are Black.	5	4	3	2	1
2) Uneducated parents should not participate in policy decisions of educational systems.	5	4	3	2	1
3) Black religious holidays such as Kwanza should be recognized in the schools just as Christmas and Hannukah are.	5	4	3	2	1
4) Among the professional associations, there should be a Black caucus.	5	4	3	2	1
5) Black children can only be understood by comparing them to white children.	5	4	3	2	1
6) Poor Black children and poor white children experience the same oppression from the system.	5	4	3	2	1
7) Teaching Black children about slavery makes them embarrassed.	5	4	3	2	1
8) School desegregation will bring about harmony between the races.	5	4	3	2	1
9) Black music and drama should be used more in the public schools.	5	4	3	2	1
10) Identity is not a major problem for Black children.	5	4	3	2	1
11) While at home and abroad we should always defend all that Black stands for.	5	4	3	2	1
12) The attempt to make school boards recognize the birthday or death of Dr. Martin Luther King Jr. is a good step.	5	4	3	2	1
13) Stress on cultural symbols such as the dashiki and afro has value for Black children.	5	4	3	2	1

52. Continued

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
14) It is sometimes necessary to confront school personnel on behalf of Black children.	5	4	3	2	1
15) There is too much fuss about people "getting ahead" and leaving the race.	5	4	3	2	1
16) What is usually referred to as Black language is just regular English being messed-up.	5	4	3	2	1
17) Generally speaking, white workers can do just as well with Black children as Black workers.	5	4	3	2	1
18) Black children should be taught that they are Americans first and Blacks second.	5	4	3	2	1
19) In public schools there is too much emphasis on Blackness and not enough on basics.	5	4	3	2	1
20) As much emphasis should be attached to teaching "Lift Every Voice & Sing" as "The Star Spangled Banner."	5	4	3	2	1
21) For Black people in this country the present social, economic and political situation is better than it was before 1960.	5	4	3	2	1
22) It should be a part of my job to organize Black parents to deal with the schools.	5	4	3	2	1
23) Because I am a Black school counselor/ psychologist, I should be an advocate for the Black child.	5	4	3	2	1
24) Given the opportunity, I would work with an all-Black caseload.	5	4	3	2	1
25) In working with Black children, it is a good idea to refer to national Black heroes rather than white heroes.	5	4	3	2	1

52. Continued

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
26) It should be a part of my job to communicate the discontent of the Black community to school officials.	5	4	3	2	1
27) The control of Black schools in Black communities should be left in the hands of Black people.	5	4	3	2	1
28) Black school psychologists/counselors should discourage Black children from using Black vernacular.	5	4	3	2	1
29) The playing of "The Star Spangled Banner" does not inspire me.	5	4	3	2	1
30) I'd rather be thought of as a school counselor/psychologist first and a Black person second.	5	4	3	2	1
31) Black children need more displays of authority and structure in schools rather than openness in the classroom.	5	4	3	2	1
32) Black children who avoid playing with white children are not practicing reverse racism.	5	4	3	2	1
33) Drugs should be used to calm hyperactive children.	5	4	3	2	1
34) Prescribed drugs are used in schools indiscriminantly against Black children.	5	4	3	2	1
35) Black students generally do poorly on standardized tests because they do not know how to take tests.	5	4	3	2	1
36) Black students generally do poorly on standardized tests because the tests are culturally biased.	5	4	3	2	1
37) Poor performance of Black students in school is directly related to the increased breakdown & deterioration of the family structure.	5	4	3	2	1
38) In my opinion many Black students currently in special education classes have been misplaced.	5	4	3	2	1

TO BE FILLED OUT IMMEDIATELY AFTER INTERVIEW IS COMPLETED.

THUMBNAIL -- Not to be completed in the presence of the respondent, but immediately after the interview.

Use this space to record any information that might aid the study staff in interpreting the interview:

Time interview ended: _____ a.m./p.m.

Place where interview occurred: ____ at work ____ at home

Interviewer's Name: _____